CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 5, 2011
Sylvania CC, Conference Rm B

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

Experimental Courses:

EET 199 – Digital Systems III
DE 99 – Advancing Literacy and Learning Skills
CJA 299i – Mid-Level Management & Supervision in Criminal Justice
MA 199 – Medical Office Administrative Procedures
CIS 199A – Agile/Scrum Development
CIS 199J – JavaScript for Web Dev
CIS 199M – Mobile Application Programming
CAS 199 – Cloud Computing: Web Apps
GEO 299 – Field Geography: GPS & GIS
MM 299Q – Intermediate Modeling and Texturing
CJA 299i – Mid-Level Management & Supervision in Criminal Justice
MA 199 – Medical Office Administrative Procedures
CIS 199A – Agile/Scrum Development
CIS 199J – JavaScript for Web Dev
CIS 199M – Mobile Application Programming
CAS 199 – Cloud Computing: Web Apps
GEO 299 – Field Geography: GPS & GIS
MM 299Q – Intermediate Modeling and Texturing
GRN 199 – The Mature Mind
BI 199 – Individual Sustainability

Course Inactivation:

none

Available Grading Option:

Old Business:

205. SPA 261A – Spanish Culture
Course Revision – Title, Des, Out
Postponed at SAC Request

206. SPA 262A – Spanish Culture
Course Revision – Title, Des, Out
Postponed at SAC Request

207. SPA 270A – Readings in Spanish Literature

Course Revision – Title, Des, Out
Postponed at SAC Request

208. SPA 271A – Readings in Spanish Literature (Women Writers)
Course Revision – Title, Des, Out
Postponed at SAC Request

209. SPA 260A - Spanish Culture
Designation- General Education
Postponed at SAC Request

210. SPA 261A - Spanish Culture
Designation- General Education
Postponed at SAC Request

211. SPA 262A - Spanish Culture
Designation- General Education
Postponed at SAC Request

212. SPA 270A - Readings in Spanish Literature
Designation- General Education
Postponed at SAC Request

213. SPA 271A – Readings in Spanish Literature (Women Writers)
Designation- General Education
Postponed at SAC Request

214. SPA 260A – Spanish Culture
Designation- Cultural Literacy
Postponed at SAC Request

215. SPA 261A – Spanish Culture
Designation – Cultural Literacy
Postponed at SAC Request

216. SPA 262A – Spanish Culture
Designation- Cultural Literacy
Postponed at SAC Request

217. SPA 270A – Readings in Spanish Literature
Designation – Cultural Literacy
Postponed at SAC Request

218. SPA 271A – Readings in Spanish Literature (Women Writers)
Designation – Cultural Literacy
Postponed at SAC Request

747. AD 109 – Criminality and Addiction
New Course

774. PE 250 – Introduction to Outdoor Leadership
New Course

785. MM 250 – Adv MM Project Development I
Course Revision – Des, Req, Out

786. MM 251 – Adv MM Project Development II
Course Revision – Des, Out

787. MM 252 – Adv MM Project Development III
Course Revision – Des, Out

810. SP 112 – Persuasion, Argumentation, and Debate
Course Revision – Title

811. SP 100 – Introduction to Speech Communication
Designation – General Education

812. SP 111 – Public Speaking
Designation – General Education

813. SP 112 – Persuasion, Argumentation, and Debate
Designation – General Education

814. SP 140 – Intro to Intercultural Comm
Designation – General Education

815. SP 214 – Interpersonal Comm: Theory and Practice
Designation – General Education

816. SP 215 – Small Group Communication: Process and Theory
Designation – General Education

817. SP 227 – Nonverbal Communication
Designation – General Education

818. SP 228 – Mass Communication
Designation – General Education

819. SP 237 – Gender Communication
Designation – General Education

<u>New Business:</u>

1. SP 140 – Intro to Intercultural Comm
Course Revision – Des, Out
Postponed at Committee Request

2. SP 214 – Interpersonal Comm: Theory and Practice
Course Revision – Des

3. SP 227 – Nonverbal Communication
Course Revision - Des

4. PSY 101 – Psychology and Human Relations
Course Revision – Outcomes

5. PSY 201 – Intro to Psychology, Part 1
Course Revision – Des, Out

6. PSY 201A – Intro to Psychology, Part 1
Course Revision – Des, Out

7. PSY 202 – Intro to Psychology, Part 2
Course Revision – Des, Out

8. PSY 202A – Intro to Psychology, Part 2
Course Revision – Des, Out

9. PSY 213 – Intro to Behavioral Neuroscience
Course Revision – Des, Out

10. PSY 214 – Intro to Personality
Course Revision – Des, Out

11. PSY 215 – Human Development
Course Revision – Des, Out

12. PSY 216 – Social Psychology
Course Revision – Des, Out

13. PSY 222 – Family and Intimate Relations
Course Revision – Des, Out

14. PSY 231 – Human Sexuality
Course Revision – Des, Out

15. PSY 232 – Human Sexuality
Course Revision – Des, Out

16. PSY 236 – Psychology of Adult Development and Aging
Course Revision – Des, Out

17. PSY 239 – Intro to Abnormal Psychology
Course Revision – Des, Out

18. PSY 240 - Personal Awareness and Growth
Course Revision – Des, Out

19. PSY 285 – Psych Seminar and Practicum
Course Revision – Des, Out

20. PSY 101 – Psychology and Human Relations
Designation – General Education

21. PSY 201 – Intro to Psychology, Part 1
Designation – General Education

22. PSY 201A – Intro to Psychology, Part 1
Designation – General Education

23. PSY 202 – Intro to Psychology, Part 2
Designation – General Education

24. PSY 202A – Intro to Psychology, Part 2
Designation – General Education

25. PSY 213 – Intro to Behavioral Neuroscience
Designation – General Education

26. PSY 214 – Intro to Personality
Designation – General Education

27. PSY 215 – Human Development
Designation – General Education

28. PSY 216 – Social Psychology
Designation – General Education

29. PSY 222 – Family and Intimate Relations
Designation – General Education

30. PSY 231 – Human Sexuality
Designation – General Education

31. PSY 232 – Human Sexuality
Designation – General Education

32. PSY 236 – Psychology of Adult Development and Aging
Designation – General Education

33. PSY 239 – Intro to Abnormal Psychology
Designation – General Education

34. PSY 240 - Personal Awareness and Growth
Designation – General Education

35. AD 152 – Group Counseling and Addiction
Course Revision – Out

36. AD 184 – Men and Addiction
Course Revision – Out

37. AD 250 – Advanced Counseling
Course Revision – Out

38. AD 251 – Advanced Counseling Skills Mastery
Course Revision – Out

39. AD 255 – Multiple Diagnosis
Course Revision – Out

40. ESOL 250 – Level 7 Academic Reading
Course Revision – Des, Out

41. ESOL 252 – Level 7 Academic Writing
Course Revision – Des, Out

42. ESOL 254 – Level 7 Academic Communication
Course Revision – Des, Out

43. ESOL 260 – Level 8 Academic Reading
Course Revision – Des, Out

44. ESOL 262 – Level 8 Academic Writing
Course Revision – Des, Out

45. ESOL 264 – Level 8 Academic Communication
Course Revision – Des, Out

46. ESOL 250 – Level 7 Academic Reading
Designation – General Education

47. ESOL 252 – Level 7 Academic Writing
Designation – General Education

48. ESOL 254 – Level 7 Academic Communication
Designation – General Education

49. ESOL 260 – Level 8 Academic Reading
Designation – General Education

50. ESOL 262 – Level 8 Academic Writing
Designation – General Education

51. ESOL 264 – Level 8 Academic Communication
Designation – General Education

52. MUS 105 – Music Appreciation
Course Revision – Out

53. MUS 108 – Music Cultures of the World
Course Revision – Des, Out

54. MUS 111 – Music Theory I (part one)
Course Revision – Out

55. MUS 112 – Music Theory I (part two)
Course Revision – Out

56. MUS 113 – Music Theory I (part three)
Course Revision – Out

57. MUS 205 – Music Appreciation
Course Revision – Out

58. MUS 207 – Intro to Folk Music
Course Revision – Des, Out

59. MUS 105 – Music Appreciation
Designation – General Education

60. MUS 108 – Music Cultures of the World
Designation – General Education

61. MUS 111 – Music Theory I (part one)
Designation – General Education

62. MUS 112 – Music Theory I (part two)
Designation – General Education

63. MUS 113 – Music Theory I (part three)
Designation – General Education

64. MUS 205 – Music Appreciation
Designation – General Education

65. MUS 207 – Intro to Folk Music
Designation – General Education

66. MUS 108 – Music Cultures of the World
Designation – Cultural Literacy

67. MUS 205 – Music Appreciation
Designation – Cultural Literacy

68. MUS 207 – Intro to Folk Music
Designation – Cultural Literacy

69. ESOL 10 – Level 1 Integrated Skills
Course Revision – Des, Out, Req

70. ESOL 20 – Level 2 Integrated Skills
Course Revision – Des, Out, Req

71. ESOL 30 – Level 3 Integrated Skills
Course Revision – Des, Out, Req

72. GEO 223 – Field Geography: GPS & GIS
New Course

73. ALC 60 – Basic Math Skills Lab
Course Revision – Title

74. ALC 61 – Basic Math Skills Lab
Course Revision – Title

75. ALC 62 – Basic Math Skills Lab
Course Revision – Title

76. ALC 63 – Basic Math Skills Lab
Course Revision – Title

77. MTH 243 – Statistics I
Contact/Credit Hour Change

78. BCT 202 – Business Principles for Construction
Course Revision – Number, Out

79. BCT 202D – Business Principles for Design/Rebuild
New Course

80. BCT 209 – VectorWorks for Contractors II
New Course

81. MT 131 – Introduction to Programmable Logic Controllers
New Course

82. CJA 248 – Community Building Through Officer Resilience
New Course

83. WS 101 – Introduction to Women's Studies
Designation – General Education (Arts & Letters)

84. WS 101 – Introduction to Women's Studies
Designation – General Education (Social Sciences)

85. WS 201 – Women of the World
Designation – General Education

86. WS 202 – Women Working for Change
Designation – General Education

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Alcohol and Drug Counselor		Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 109		Credits:	3
Course Title: (60 characters max)	Criminality and Addiction		Transcript Title (30 characters max)	Criminality and Addiction
Can this class be repeated?	☐ Yes x☐ No	How many times?	Contact hours: PER TERM	Lecture: 30 - 36 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes x☐ No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	x☐	x☐
Pass/No pass	x☐	☐
Audit in consultation with faculty	x☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Examines the relationship between substance abuse issues and criminal behavior. Includes assessment of risk for criminal behavior and the likelihood of reoffending and evidenced based treatment protocols relevant to the addicted criminally involved person. Audit available.

Identify prerequiste, corequisite and concurrent course(s) Must have successfully completed AD 101 and AD 102

(double click on check box to activate dialog box)

x☐ 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

Addendum to course description:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	At the conclusion of this course the student will be able to: 1. Apply knowledge of specific assessment protocols and treatment strategies to addicts with criminal histories. 2. Utilize knowledge of criminality to respond to resistance and other obstacles related to motivation and treatment engagement. 3. Employ knowledge of cultural and peer group norms to help facilitate recovery.
Course activities and design: **(from CCOG)**	This is primarily a lecture course. Students will be asked to create a treatment proposal for a specific "client" provided via a case study by the instructor.
Outcomes assessment strategies: **(from CCOG)**	1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts. 2. A project that requires the student to synthesize the course material into an appropriate referral for a fictional criminally involved person who presents with a substance use concern.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	1) History of criminality and incarceration in America. 2) Over representation of minorities in the criminal justice system. 3) The incarcerated experience including sexual crimes in prison. 4) Genders differences and criminality. 5) Evidenced Based Practices 6) Nonviolent Communication and Restorative Justice 7) Trauma Informed Services 8) Wellness Informed Services 9) Risk/Need Assessments 10) Key Principles of Interventions working with Criminal Justice Clients 11) Social Obstacles and Supports – including Peer Mentors 12) Criminal backgrounds and Housing and Employment and Re-entry

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	The criminal justice system is increasingly looking to addiction treatment as a primary means of reducing recidivism. Trainings specific to the treatment of this population are few and far between and the partners

	(Advisory Board Members, Department of Human Services, Practicum Supervisors) of PCC have reported that there is a need for this type of training.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x☐ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Associate of Applied Science: Alcohol and Drug Counseling	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes x☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes x☐ No
If **no** is selected continue to part three. If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	x☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Don't know.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of	

acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Implementation term:	☐ Next available term after approval x☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011
SAC Administrative Liaison	Email	Date
lclausen@pcc.edu	lclausen@pcc.edu	5/5/2011

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Janeen Hull 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 250	# Credits:	2
Course Title: 60 characters max	Introduction to Outdoor Leadership	Transcript Title (30 characters max)	Introduction to Outdoor Leadership
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours: PER TERM	Lecture: Lec/lab: 40 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 ☒ No	Course Number and Title

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: *This course will . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Explore the field of and skills utilized in outdoor leadership and recreation. Provides an overview of the outdoor recreation field; applied decision making skills, group dynamics, trip planning, first aid, navigation and environmental concerns (such as "Leave No Trace" principles & practices) will be addressed. Includes a required backpacking/camping trip in order to apply learned skills in a real-time environment. Some experience in camping and backcountry travels recommended but not required.

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

Addendum to Course Description:	Participants are required to provide basic camping equipment for the planned trip. Students must provide their own transportation to camping sites.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	• Apply learned skills necessary for personal and professional outdoor recreation activities and travels. • Competently lead groups in backcountry environments. • Plan and practice safe camping and backpacking outings. • Take a personal role in preserving the outdoor experience for future generations following "Leave No Trace" principles • Improve overall physical conditioning through participation in backpacking and backcountry travels; including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	• Group Project • Field Trip Lab • Quizzes and Exams • Outside of class observations and reports • Class participation
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG they should be connected to the outcomes)**	• Varied Leadership styles • Personal awareness • Trip planning • Learning to lead participants • Decision making skills & risk management • Attributes of an effective outdoor leader • Group management • Communication skills • Expedition behavior • Emergency procedures & basic first aid and safety

	• "Leave No Trace" principles & practices
Reason for the new course	• Gain the necessary skills and confidence to lead groups into the backcountry. • To meet the needs of the ever-changing student body at PCC. A way for PCC students to connect both a sense of community and environmental responsibility through personal physical fitness and wellbeing. • Transferability to 4-year OUS Outdoor Recreation Programs.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Pacific University (support a minor in Exercise Science's proposed Outdoor Leadership Minor). **AAOT Foundational Requirement - Health/Wellness/Fitness**: One or more courses totaling at least three credits: 3 PE courses
How does it transfer Check all that apply	☒ required or support for major – See Above ☐ general education distribution requirement ☒ general elective ☒ other (provide details) - Fulfills AAOT Foundational Requirement
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):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☒ 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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
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	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM250	Proposed prefix and number	
Current course title	Adv MM Project Development 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
Designed to allow the student to combine their creative and technical skills developed in the preceding 100 and 200 level Multimedia classes through the production of a consummate project. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions.	Designed to allow students to combine their creative and technical skills developed in the preceding 100 and 200 level Multimedia classes through the production of a consummate project. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques Prerequisites: MM 230, 231, 235, 240, 241, 245; or instructor permission.

Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisites: MM 230, 231, 235, 236, 240, 241, 245; or instructor permission.	
Reason for change	Update

LEARNING OUTCOMES: Describe what 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. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Plan, design and create an interactive multimedia project using industry standard software tools. Prepare interactive multimedia projects for presentation to potential clients. Analyze, evaluate, and critique interactive multimedia projects-in-progress and implement suggested changes.
Reason for change	Update/consolidation

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants 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: MM230	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM231	X ☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number: MM235	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM236	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM240	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM241	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM245	X ☐ 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: MM230	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM231	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM235	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM240	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM241	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM245	X ☐ 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

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	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM251	Proposed prefix and number	
Current course title	Adv MM Project Development 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
Further develop the project created in MM 250. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisite: MM 250 or instructor permission.	Further develop the project created in MM 250. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques. Prerequisite: MM 250 or instructor permission.

Reason for change	Update

LEARNING OUTCOMES: Describe what 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. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Revise and improve an interactive multimedia project using industry standard software tools. Revise an interactive multimedia project to client specifications. Analyze, evaluate, and critique interactive multimedia projects.

Reason for change	Update/consolidation

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants 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
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the 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	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM252	Proposed prefix and number	
Current course title	Adv MM Project Development III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Further develop the project created in MM 251. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisite: MM 251 or instructor permission.	Further develop the project created in MM 251. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques. Prerequisite: MM 251 or instructor permission.

Reason for change	Update

LEARNING OUTCOMES: Describe what 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. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Complete all phases of an interactive multimedia project using industry standard software tools. Present and demonstrate a multimedia project to potential clients. Provide effective feedback on interactive multimedia projects, and incorporate feedback received from others in making revisions to projects.

Reason for change	Update/consolidation

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

If the SAC wants 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
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
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 xx☐ 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	Communication Studies	Submitter name Phone Email	Bob Pryor 8155 Bob.pryor@pcc.edu
Current prefix and number	SP 112	Proposed prefix and number	No change
Current course title	Persuasion, Argumentation, and Debate	Proposed title (60 characters max)	Persuasion
# Credits	4	Proposed transcript title **(30 characters max)**	**No change**
Reason for title change	**To more accurately reflect course content so that the course will be more attractive to perspective students**		

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
Explores theories of persuasion. Develops skills of inquiry and advocacy through oral discoursed, including critical analysis and rules of evidence. Practice in using, planning, delivering and refuting arguments	No change

in a variety of extemporaneous formats. Through this course, students will learn how to more effectively influence others as well as how others are trying to influence them.	
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. Manage arguments through learned rhetorical strategies 2. Actively engage in decision making by continuing to construct, articulate, and evaluate arguments 3. Continue to use rhetorical strategies in order to engage with audiences of diverse perspectives 4. Provide community leadership through refined organizational and presentational skills	None
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 ☐ 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
Chris Edwards Doris Werkman	cedwards@pcc.edu dwerkman@pcc.edu	May 6, 2011 May 6, 2011
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	May 6, 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.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Chris Edwards	cedwards@pcc.edu

	Name	E-mail Address
SAC Chair	Doris Werkman Chris Edwards	dwerkman@pcc.edu cedwards@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Charmagne Ehrenhaus	charmagne.ehrenhaus@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:	SP100	Course Title:	Introduction to Speech Communication

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduction to Speech Communication Covers complexities of the communication process. Includes insights into the causes and effects of general communication behaviors, involvement in active exploration of basic communication theories and concepts, and opportunities to develop communication strengths. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others 2. Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships 3. Continuing to explore different areas of communication in order to expand a broad-base of skills and communicative tools when interacting with others.

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.	Ultimately, all aspects of this course are related to culture as human communication is deeply influenced by culture. This course covers a wide range of communication forms (Interpersonal, Verbal, Nonverbal, Group, and Mass Communication to name a few.) Imbedded within the study of these areas is a reflection on culture and how it affects our communication. For example, when studying nonverbal communication and personal space, comparing how different cultures use space differently provides students with an understanding of both their own culture and the culture of others. More directly, in this course Intercultural Communication is part of the required content. Along with learning more explicitly about their own and other cultures, students learn principles on effective communication with people from different cultural backgrounds.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Within this course a history of the discipline, often going as far back as ancient Greece, is often incorporated. Although the study of Speech Communication is primarily influenced by the development of Western society over the last 2500 years, other traditions may also be studied, such as societies with an oral tradition. In addition, imbedded within this course are many sub-topics which help students develop a personal perspective on communication, much of which has deep roots historically. For example, intercultural communication often includes a focus on gender and communication. When studying gender students often learn how gender communication has changed over time and evolved to what they experience in the world today. Other sub topics include the self concept and perception which directly relate to understanding of themselves which is valuable in developing a personal perspective for all topics within the class. Other topics, including language and mass communication often incorporate historical elements or reflections.

C. Understanding of themselves and their natural and technological environments.	One of the topics within the course content as specified on the CCOG is self-concept. Understanding the self is fundamental to the study of Speech Communication. Within this class both face-to-face and mediated communication is studied. Learning about human communication requires students to understand both their natural environments, which heavily affect our interactions especially face-to-face, and their technological environments through which our communication is often mediated.

D. Ability to reason qualitatively and quantitatively.	One of the topics within the course content as specified on the CCOG is critical thinking. Students typically learn about the fundamentals of critical thinking and the role of critical thinking in effective human communication through encoding and decoding messages. Students gather data in various ways including research, observation and experience. They are asked to analyze and apply these to the class and their lives.

E. Ability to conceptually organize experience and discern its meaning.	A central element to human communication is the ability to effectively receive and interpret messages from a variety of sources. Thus, learning about human communication is learning about the meanings of experiences. Within this course students study a variety of communication forms (Interpersonal, Intercultural, Small Group, Mass Communication, etc) and

	through those areas of focus students learn how to better understand the communication of others.

F. Aesthetic and artistic values.	Communication is an art! It's really beautiful and should be valued by all. Be excellent to each other. Party on dudes!
G. Understanding of the ethical and social requirements of responsible citizenship.	Communication ethics is a core concept within this field of study. Ethical/unethical communication is often discussed either as an explicit unit of study and/or is integrated within the study of various communication forms. Furthermore, communication within itself, is a social activity. Ultimately, the principle of learning effective communication is to learn 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. Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others 2. Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships 3. Continuing to explore different areas of communication in order to expand a broad-base of skills and communicative tools when interacting with others.

***Note:** 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"?**	Sp100 is a survey class of the discipline of Communication Studies. As a survey class it covers a wide range of communication topics giving students a broad view of human communication. Topics within the class include, perception, the self-concept, verbal communication, nonverbal communication, interpersonal communication, small group communication, mass communication, intercultural communication, etc. Ultimately to study human communication is to study humanity. Through the broad focus of this class students develop a deeper understanding of how our world works socially and our place/roll within it. Students also learn about the complexities of communication; how effective communication isn't a science and that all communication settings are unique. Through this course students learn to identify a range of potentially useful behaviors within a variety of communication settings. They also start to develop an ability to choose communication behaviors appropriate to the audience and the situation. Being able to creatively approach many situations is essential for successful communication. In turn, a person's ability to effectively communicate is directly linked to their ability to succeed in life, thus, directly impacting their quality of life.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Collectively the outcomes of this course fulfill the ability for students to critically analyze their own human experiences. Within the course students will directly study a broad range of human communication forms and experiences. SP100 often builds from the inside out, typically starting with working to understand one's self and our own communication, to building interpersonal relationships through cultural similarities and differences, to working in small groups and eventually building media literacy and an understanding of mass communication. It is through this broad study of human communication that students gain insights into how to more effectively communicate in a variety of contexts. This helps them better understand a wide range of human experience and expression, allowing them to engage more fully in local and global issues. Furthermore, communication ethics is a core idea within this field of study and is essential to understand to communicate effectively.
***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.	

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:

	Name	E-mail Address
Person Submitting This Request	Susan Mann	susan.mann17@pcc.edu

	Name	E-mail Address
SAC Chair	Bob Pryor	bob.pryor@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Chris Edwards	cedwards@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:	SP111	Course Title:	Public Speaking

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces speechmaking based primarily on a traditional public speaking approach. Develops theoretical understanding and practical application of oral communication skills. Includes techniques in how to structure and organize information for diverse audiences, physical and vocal delivery skills, and controlling speech anxiety. Prerequisite: MTH 20 or equivalent placement test score, and WR 121.

Course Outcomes:	1. Use learned public speaking skills to create and present effective and ethical messages to diverse audiences. 2. Provide community leadership through increased organizational and presentational skills. 3. Critically examine and evaluate information, ideas and arguments as well as assess the credibility of speakers. 4. Continue to use strategies and skills that manage communication anxiety.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

B. Appreciation of history both from a global perspective and from a	The course examines the history of rhetoric as the basis for current understanding of the role of communication and persuasion in a global society, and incorporates historical speeches and speakers as examples.

personal perspective, including an awareness of the role played by gender and by various cultures.	The course identifies and discusses historical challenges of female and minority speakers. The role of rhetoric in perceiving and understanding historical and current events is discussed. Students select topics and deliver speeches from a personal and cultural perspective of history, thus students gain awareness of the cultural experiences of others. The course examines how culture impacts presentation style and organizational patterns. Students analyze audience demographics and psychographics that relate to culture and gender and discuss how to speak in a culturally and gender-inclusive style.

C. Understanding of themselves and their natural and technological environments.	The course requires self-reflection and analysis in topic selection, the establishment of credibility, and the development of delivery style. Students use technologies of research to discover responsible knowledge and incorporate presentation aids to illustrate and support speech points using available classroom technology. The impact of media technology on rhetoric is analyzed and discussed. Digital recording technology is used to help students assess their speech performances.

D. Ability to reason qualitatively and quantitatively.	Topic research and speechwriting requires an understanding of statistics, parts of reasoning, fallacies, and an ability to evaluate and select appropriate sources. An effective speech uses both qualitative and quantitative supporting material. Audience analysis, which is indispensable to public speaking, requires both quantitative (demographic) and qualitative (psychographic) assessment. Critical thinking is needed in both creating and critiquing speeches. Critical listening skills are developed and practiced.

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.	Understanding the communication ethics of both speakers and listeners is emphasized and evaluated. Students learn how to use rhetorical strategies in an ethical manner. The role of persuasion in a democratic society is a course focus. Community participation is inherent in public speaking and is a key element in 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. Use learned public speaking skills to create and present effective and ethical messages to diverse audiences. 2. Provide community leadership through increased organizational and presentational skills. 3. Critically examine and evaluate information, ideas and arguments as well as assess the credibility of speakers.
***Note:** 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"?**	Rhetoric is the process of discovery in a democratic society. Students interpret and engage in the Arts & Letters by creating and presenting original speeches designed to inform, persuade and inspire. Students also analyze and critique speeches given by others (both past and present) based on the conventions and techniques of rhetoric and reasoning. In so doing, students enrich the quality of their own lives and the lives of others as well as increase their ability to make responsible decisions.

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 learn how to be effective and ethical speakers as a primary means of influencing values, attitudes, beliefs and behaviors. Students choose topics of personal, professional, community and global concern to provide leadership in engaging their audience in the issues. The course teaches students to critically evaluate arguments and ideas and assess the credibility of speakers. Students learn the rhetorical heritage of Western Civilization. The interdisciplinary nature of rhetoric and its impact on human endeavor throughout history is highlighted.
*__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:

	Name	E-mail Address
Person Submitting This Request	Robert Pryor	bob.pryor@pcc.edu
SAC Chair	Robert Pryor	bob.pryor@pcc.edu
SAC Admin Liaison	Chris Edwards	cedwards@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	SP 112	Course Title:	Persuasion, Argumentation, and Debate
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:	SP 112	Course Title:	Persuasion, Argumentation, and Debate

Course Description:	Persuasion, Argumentation, and Debate explores theories of persuasion. Develops skills of inquiry and advocacy through oral discourse, including critical analysis and rules of evidence. Practice in using, planning, delivering and refuting persuasive arguments in a variety of extemporaneous formats.

Course Outcomes:	• Manage arguments through learned rhetorical strategies • Actively engage in decision making by continuing to construct, articulate, and evaluate arguments • Continue to use rhetorical strategies in order to engage with audiences of diverse perspectives • Provide community leadership through refined organizational and presentational skills

8. Address PCC's General Education Philosophy Statement:

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

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.	Utilizes principles of critical inquiry to critique the cultural basis of persuasion and argumentation. Explores the differences between Western and Eastern approaches to logic, persuasion and argumentation.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Studies the rhetorical tradition from classical times to the present. Includes studying great speakers, male and female, who spoke out on the vital issues of their times.

C. Understanding of themselves and their natural and technological environments.	Studies the art of persuasion discovering what motivates persons to act and the means by which, given such knowledge, speakers can influence listeners. Studies persuasion through specific channels such as mass media and the new technologies of communication (e.g., social networking sites)

D. Ability to reason qualitatively and quantitatively.	Qualitatively through the process of argumentation and reasoning. Quantitatively through the use of evidence and the methods of gathering information to support arguments.

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

F. Aesthetic and artistic values.	Great oratory is aesthetic and artistic in itself. Great oratory also addresses the aesthetic and artistic values of a culture.

G. Understanding of the ethical and social requirements of responsible citizenship.	Ethics is a central issue in persuasion and public speaking. Isocrates believed that the great speaker had a duty to participate in public life as an ethically trained citizen who spoke for the good of the people and the polis. Quintilian defined rhetoric as a "good man speaking well," insisting that rhetoric, ethics and citizenship were intertwined. It is the same today.

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 arguments through learned rhetorical strategies (Meets 1, 2, 3, 5 above) • Actively engage in decision making by continuing to construct, articulate, and evaluate public arguments (Meets 3, 5 above) • Provide community leadership through refined organizational and presentational skills. (Meets 1 above) • Continue to use rhetorical strategies in order to engage with audiences of diverse perspectives. (Meets 3, 4 above)

***Note:** 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"?**	Historically rhetoric has been one of the central disciplines of Arts and Letters. The art of rhetoric is the art of creativity; the goal of rhetoric is to enrich the quality of life by promoting the enduring values of Western civilization.

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"?**	Rhetoric is the art of inquiry in every discipline at every level of the social hierarchy, from locally to globally. Rhetoric/persuasion is inevitable. No aspect of social, cultural, economic, political, or institutional life exists without it or should escape the force of critical inquiry embedded in it.
*__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:

	Name	E-mail Address
Person Submitting This Request	Patricia Semura	psemura
SAC Chair	Name	E-mail Address
	Bob Pryor	bob.pryor@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Chris Edwards	cedwards@pcc.eduy

7. Complete the following Course Information:

Course Prefix and Number:	SP 140	Course Title:	Intro to Intercultural Comm
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:	SP 140	Course Title:	Intro to Intercultural Comm

Course Description:	Explores the nature and impact of different cultures on communication. Includes interactive communication forms as the basis for global understanding. Focuses on processing messages with accelerating changes in political, economic, and immigration patterns through individual cultural perceptions. Encourages sensitivity and empathy toward people with different values and beliefs. Prerequisite WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Course Outcomes:	1. Explores how culturally based assumptions influence communicative behaviors, perceptions, and attitudes. 2. Examines historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues. 3. Critically examines the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs. 4. Analyzes how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication 5. Explores intercultural communication in terms of power relationships.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcomes 1, 2, 3, 4, 5 address this element. 1-explores how culturally based assumptions influence communicative behaviors, perceptions, and attitudes; 2-examines historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues; 3-examines critically the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs; 4-analyzes how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve communication; 5-explores intercultural communication in

	terms of power relationships, enables an understanding of one's own 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.	Outcomes 2, 4, 5 address this element. 2-examines historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues; 4-analyzes how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve communication; 5-explores power relationships in intercultural communication, enables appreciation of global and personal appreciation of history, including awareness of cultural gender roles.

C. Understanding of themselves and their natural and technological environments.	Outcomes 1, 2 address this element. 1-explores how culturally based assumptions influence communicative behaviors, perceptions, and attitudes, 2-examines historically based worldviews and the evolution of communication through filter of cultural ideas, behaviors, and issues

D. Ability to reason qualitatively and quantitatively.	Outcomes 1, 2, 3, address this element. 1-explores how culturally based assumptions influence communicative behaviors, perceptions, and attitudes, 2-examines historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues, 3-examines critically the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs, introduces both qualitative and quantitative research in the field.

E. Ability to conceptually organize experience and discern its meaning.	Outcomes 1, 2, 3, 4, address this element. Outcome 1-explore how culturally based assumptions influence communicative behaviors, perceptions, and attitudes, outcome 2-examine historically based worldviews and the evolution of communication in order to become more sensitive toward people with different values and beliefs, outome-3 critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs, outcome-4 analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication, will enable students to conceptually organize experience and discern its meaning.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes 4, 5 address this element. 4-analyzes how social institutions perpetuate systems of privilege and discrimination, how these are manifested through communication, 5-explores intercultural communication in terms of power relationships, provides different communication frameworks for understanding 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. Explores how culturally based assumptions influence communicative behaviors, perceptions, and attitudes. 2. Examines historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues. 3. Critically examines the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs. 4. Analyzes how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication. 5. Explores intercultural communication in terms of power relationships.
***Note:** 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"?**	Develops understanding of cultural perspectives as reflected in cultural/linguistic forms of speaking and communicating. Provides tools for creating appropriate messages for specific occasions/situations/cultures. Practice of empathic listening and constructing intercultural messages leads to increased awareness and appreciation of others' cultural communication framework as well as one's own cultural-communication framework.

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"?**	Culture is defined for the study of communication. International and domestic intercultural communication involving challenges of communicating in an intercultural world are covered. Students learn the history of metaphors of US cultural diversity, and basic communication tools for improving intercultural communication. Students identify and analyze complex practices, values, and beliefs by learning taxonomies of cultural patterns (Hall's High-and Low-context cultural patterns, Hofstede's Cultural patterns, Confucian cultural values) and the evolution of these patterns as they relate to communication. Students focus on learning the nature of identity, formation of cultural identity, cultural biases such as social categorizing, ethnocentrism, stereotyping, prejudice, discrimination, racism, intercultural contact, including dominance and subordination between groups and attitudes among cultural members. Characteristics of nonverbal communication codes, the power of language in intercultural communication including features of the language such as rule systems in verbal codes, the Sapir-Whorf hypothesis of linguistic relativity, preferences in organization of verbal codes, cultural variations in persuasion, structure of conversations such as value of talk and silence, rules for conversation, dimensions of interpersonal relationships, facework in interpersonal communication, and facework in intercultural communication, improving intercultural relationships,

	the nature of social episodes, the ethics of intercultural communication are all components of the course that are essential to students' learning to understand their own culturally-based assumptions that influence their perceptions, behaviors and communication. Communication behaviors are analyzed and discussed with the goal to encourage sensitivity and empathy toward people with different values and beliefs.
***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:

	Name	E-mail Address
Person Submitting This Request	Jeremy Estrella	jeremy.estrella@pcc.edu

	Name	E-mail Address
SAC Chair	Robert Pryor	bob.pryor@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Chris Edwards	cedwards@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:	SP214	Course Title:	Interpersonal Comm: Theory and Practice

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces interpersonal communication in different contexts; focuses on message exchange in person-to-person interactions , emphasizing theoretical principles and their application. Emphasizes the development of various communication skills in interpersonal contexts. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Continue to adjust communicative behavior in order to improve the quality of dyadic interactions within various settings 2. Using learned active listening skills in order to analyze and explain others dyadic interactions. 3. Manage conflict through learned conflict management techniques within a variety of situations.

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.	Demonstrates interpersonal communication from their own unique cultural backgrounds. Culture is a central component of interpersonal communication. All topics and concepts discussed in class are put into a cultural perspective. Students speak from their cultural experiences and discuss how to be culturally inclusive. Develops an appreciation of intercultural differences in interpersonal communication.

B. Appreciation of 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.	Covers self-concept, self-awareness, listening and perception and reflection communicative behaviors in face-to-face and mediated communication. Discusses mediated communication and technology in relation to the dynamic nature of communication. Analyzes the effectiveness of communication choices in a variety of contexts and examines methods of understanding self.

D. Ability to reason qualitatively and quantitatively.	Analyzes interpersonal messages according to principles of critical thinking. Examines quantitative and qualitative. Includes observation and analysis of communication case studies using communication models.

E. Ability to conceptually organize experience and discern its meaning.	A central element to interpersonal communication is the ability to effectively receive and interpret messages from a variety of sources. Thus, learning about interpersonal communication is learning about the meanings of experiences. Explores how to better understand the communication of others. Interpersonal concepts are then applied to these experiences to discern meaning.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Develops an understanding of messages and the probable effects of communication. Examines ethical guidelines for listeners and speakers in interpersonal communication are examined and practiced. Includes an understanding of how to interact responsibly interpersonally within the guidelines of ethics.

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. Continue to adjust communicative behavior in order to improve the quality of dyadic interactions within various settings 2. Using learned active listening skills in order to analyze and explain others dyadic interactions. 3. Manage conflict through learned conflict management techniques within a variety of situations.
*Note: 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"?**	Increases an awareness of how to interact interpersonally in society. Develops an understanding of how to have successful relationships in all areas of life. Covers strategies and techniques of conflict management, relational management and friendship. Applies in-class activities, exercises, role-plays and tools of communication for how to interact effectively in the real world.

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"?**	Covers effective and ethical communication as a primary means of learning, relating, and influencing. Includes an analysis of communication behaviors, how to improve conflict management and relational development.
*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:

	Name	E-mail Address
Person Submitting This Request	Jorge Espinosa	jespino@pcc.edu

	Name	E-mail Address
SAC Chair	Doris Werkman/Chris Edwards	Dwerkman@pcc.edu/cedwards@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Charmagne Ehrenhaus	charmagne.ehrenhaus@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:	SP 215	Course Title:	Small Group Communication: Process and Theory

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Problem solving aspects of small group activities. Includes process and task, leadership, verbal and non-verbal messages in the small group, norms and roles, conflict reduction, and decision making. Focuses on theory and practice. SP 100 recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Continue to adjust communicative behavior in order to improve the quality of small group interactions within various settings 2. Manage projects, presentations, and small groups through learned communication strategies. 3. Manage conflict through learned communication strategies within the small group setting. 4. Use learned active listening skills in order to analyze and explain others' communicative behaviors within the small group.

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 learn about individualistic and collectivist cultures. With that in mind, students learn that individual goals must be secondary to the group's effective decision-making. Awareness and sensitivity to differences in cultural imprinting facilitate an

	understanding of communication misfires between the genders resulting in mediation of the predominantly male status and female's connection interaction modes. Students explore and work with differences in verbal participation in small groups by recognizing low and high context cultural communication frameworks. Students become cognizant of the importance of inclusion by applying the 20 percent rule which states: "in groups, discrimination drops when a minimum of 20% (or 2 members in a 5 to 7 member group) are minorities. Which ultimately leads to inclusive practices.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Communication in the workplace is mediated between men and women in that traditionally the organization modus operandi has been that of status and not connection. By recognizing the glass ceiling workplace obstacles, by acknowledging the differences in the experiences of men and women regarding abuse, molestation, incidence of rape, and pay differentials, students become more sensitive to each other and are able to contextualize their interactions and decision-making. A particular interactive pre-condition when groups look into research bias and how such are likely to change given the significant demographic changes affecting society and the workplace in particular. Cultural and gender awareness and sensitivity are essential to effective problem solving in the small group format.
C. Understanding of themselves and their natural and technological environments.	By understanding the organization's culture and the important role effective communication plays in accounting for 80% of those able to keep their jobs, students can focus in on the various technologies in the workplace and how to use them. Managing information overloads; understanding and accepting what comes from chosen and assigned roles; accepting the responsibilities that come from leadership and the rules and norms guiding decision-making teaches students how to mediate group interactions.
D. Ability to reason qualitatively and quantitatively.	By providing students with the opportunity to understand and develop critical thinking analysis, they can in turn apply such to decision-making the prevention of collective inferential errors, groupthink and confirmation biases; all of which result in effective and expeditious problem solving.
E. Ability to conceptually organize experience and discern its meaning.	Inferring and negotiating meaning in small groups are predicated on the acquisition of a critical thinking framework. Which results in creative problem solving, effective and expeditious brain storming, framing and reframing conflicting propositions, and allow for the application of nominal group techniques, integrative problem solving, the standard agenda format, and necessary conflict resolution interventions.
F. Aesthetic and artistic values.	A cooperative and collaborative climate in the group encourages creativity. Creative decision-making results in synergistic, visually pleasing, and reflect the artistic values of the organization and its culture. –Artistic values in organizational culture.
G. Understanding of the ethical and social requirements of responsible citizenship.	The ethical imperative in the workplace defines and guides leadership, decision-making and the selection of the appropriate processing of decisions and actions such as majority rule, minority rule, and unanimity rule (consensus). this results in inclusive and constructive participation where disagreement is reframed and solutions are integrated.

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. Continue to adjust communicative behavior in order to improve the quality of small group interactions within various settings 2. Manage projects, presentations, and small groups through learned communication strategies. 3. Manage conflict through learned communication strategies within the small group setting. 4. Use learned active listening skills in order to analyze and explain others' communicative behaviors within the small group.

***Note:** 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"?**	Small group communication fosters individual and collective creativity. Through informed, structured, and responsible presentations, students address social, economic and political issues in their communities. The content of their presentations are based on actual, face-to-face interactions with each other and members of the community at large. By including and collaborating with other students they interact and act in ways that are consistent with the notion of participatory democracy.

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"?**	In this course students learn how to be effective and ethical participants in decision-making. At the core of small group decision-making is the critical analysis of group interaction, development of tools for the gathering of information, and the establishment of benchmarks for the accomplishment of goals and objectives. Within a critical framework, students' exposure to cultural differences and its impact on small group communication will provide an opportunity for them to learn about the different influences on Western civilization. The study and practice of critical thinking skills and creative problem solving, decreases the distortion of local and global issues by them and others. By studying and practicing methodical decision making comprised of inclusive participation; ensuring participation and contribution to the project/product by all members; by considering and applying various sets of rules binding the group's decisions; by encouraging constructive participation and integrative solutions; by understanding various models of regarding the dynamics between a leader and a follower, students learn about ethical responsibility.
***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:

	Name	E-mail Address
Person Submitting This Request	Doris Werkman	dwerkman@pcc.edu

	Name	E-mail Address
SAC Chair	Chris Edwards Doris Werkman	cedwards@pcc.edu dwerkman@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Charmagne Ehernhaus	charmagne.ehrenhaus@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:	SP 227	Course Title:	Nonverbal Communication

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Studies the nonverbal aspect of communication as related to verbal communication. Emphasis is on the theories and types of nonverbal behavior. Consideration is given to the influence of such factors as voice, body movement, eye behavior, touch, space, time, smell, and physical and social environments. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Use an increased understanding of nonverbal communication theory in order to recognize perceptions and judgments based on communicative behaviors of self and others • Manage nonverbal techniques in order to improve communication competence • Continue to use an awareness of communicative behaviors in an effective manner in order to interpret and incorporate nonverbal messages as they are filtered through such aspects as culture, perception, and context.

8. Address PCC's General Education Philosophy Statement:

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

* 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.	Communication is the exploration of the world around us. Nonverbal communication is the majority of our communication process. Recognizes how our cultural perceptions shape the way we interact with one another and with the world. Focuses on cultural behaviors in nonverbal communication, contextual aspects, and gendered aspects. Analysis of cultural learning is compared to others' reality of the world. Demonstrate understanding of the role culture plays in the molding and interpretation of nonverbal messages.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Evolution of the study of nonverbal communication is explored. Studies how nonverbal behavior is learned—culturally and physically (all people are born able to move; culture tells us what those movements mean). The functions of nonverbal are taught, as are typologies: kinesics, chronemics, haptics, objectics, vocalics, proxemics, olfactics, appearance, environment. Examines power and status, gender aspects, cultural aspects, and different relational messages. Identifies a range of potential interpretations of nonverbal behaviors.

C. Understanding of themselves and their natural and technological environments.	It is through the process of communication that we learn about ourselves. How we interact with others, how we perceive others, how others perceive us. Image management, as well as other theoretical studies, is one aspect of this course that allows understanding of how we use nonverbal behaviors to send and receive messages about ourselves, our relationships, and our world. Explores the natural and technological channels of communication that impact nonverbal interpretations of messages. Identifies a range of effective nonverbal behaviors to manage impressions and choose nonverbal behaviors appropriate to differing situations.

D. Ability to reason qualitatively and quantitatively.	As we interact with one another, we are constantly using different types of reasoning. Provides information on different aspects of nonverbal behavior and how it interacts with verbal messages, be it replacing the verbal message, reinforcing the verbal message, or contradicting the verbal message. Identifies a range of potential interpretations of nonverbal behaviors and choose nonverbal behaviors appropriate to differing situations.

E. Ability to conceptually organize experience and discern its meaning.	Examines how perceptions affect the way we see the world and how the way others perceive us. Develops the ability to make selections in their own lives of how to interpret the world around them. Examines perceptions and moves through to the contextual/situational/relational aspects. Identifies a range of effective nonverbal behaviors to manage impressions and choose nonverbal behaviors appropriate to differing situations.

F. Aesthetic and artistic values.	Explores the aesthetic value of communication as it is expressed through nonverbal channels.

G. Understanding of the ethical and social requirements of responsible citizenship.	Explores how our communicative behavior affects the world and our relationships, our communities, and our lives to show the importance for people to become fully involved citizens. Examines the difference in touch, such as culturally acceptable touch, uses of emblems and the meanings associated with them; generally focused on cultural meaning of behaviors. Describes nonverbal patterns that people enact, identifies a range of potential interpretations of nonverbal behaviors and demonstrates understanding of the role culture plays in the molding and interpretation of nonverbal messages.

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.*	• Use an increased understanding of nonverbal communication theory in order to recognize perceptions and judgments based on communicative behaviors of self and others • Manage nonverbal techniques in order to improve communication competence • Continue to use an awareness of communicative behaviors in an effective manner in order to interpret and incorporate nonverbal messages as they are filtered through such aspects as culture, perception, and context.

***Note:** 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"?**	As we improve our communication, we have a broader repertoire of choices. As each communication situation or event is different, being able to interact with the individual will increase understanding and feelings of success. When we can understand how our world "works," how we interact with the world, and that others have a different way of examining the world, then we potentially have a richer life. Studying nonverbal communication is one piece of the communication puzzle. This course not only examines communication from different perspectives, cultural interpretations, and individual management, it also examines the importance of recognizing our interpretations of others' behaviors. Through communication theories such as interactional theory, phenomenological theory, systems theory, and others, this course explores the human experience of communication. Communication crosses all disciplines and all studies. It is the basis for all

	human interaction. Students are asked to explore the different typologies in a situational or contextual structure, such as gendered nonverbal behavior or status and power structures. They are then asked to critically examine these differences through research and role playing, through observation and recounting of experiences. They then are able to apply knowledge to their own 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"?**	Through this course, students learn how to critically examine their own perceptions, their own behaviors, their own interpretations of others' behaviors, and of their own world, recognizing that others have a different interpretation of these aspects. They are given the tools and skills to critically examine both near and far, and are encouraged to analyze and challenge their own communicative behaviors. They are presented with research, asked to dig deeper and research subjects, write papers and present group reports. In this course, as in all Communication Studies courses, students are presented with the means to fulfill all aspects of Arts and Letters requirements because Communication is what A & L embraces.
*__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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3. Verify Course Transfer Status using the General Education Transferability Status form.

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Robert Pryor	bob.pryor@pcc.edu

	Name	E-mail Address
SAC Chair	Robert Pryor	bob.pryor@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Chris Edwards	cedwards@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:	Sp 228	Course Title:	Mass Communication

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores the symbiotic relationship of the mass media and society from a rhetorical perspective. Investigates technological advancements in mass communication and their subsequent effect on public discourse and the individual in society.

Course Outcomes:	1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions. 2. Continue to recognize the connection between media freedoms and democracy in order to maintain that delicate balance between freedom of the press and freedom of society. 3. Provide community leadership through recognition of the political and economic influence of the media. 4. Continue to use media literacy skills in order to recognize the connections made in any given situation, be it business, travel or political choices.

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.	Studies the relationship between mass media and culture through the framework of media literacy. Media literacy consists of: • An understanding of the commercial forces behind media materials.

	• An awareness of political influences that shape mass media. • An understanding of the role of media in different countries and cultures. • An ability to examine media content systematically for both broadly cultural and specifically commercial and political meanings. • An ability to think through the ethical implications of the mass media for the individual and the society • An awareness of ways in which the public can influence the production and distribution of mass media materials

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course traces the development of mass media from oral cultural traditions, to writing, print, broadcasting and electronic and digital media. Discusses how individuals use media and the gratifications they derive from media usage. Discusses changing images of women in the media, as well as contemporary media portrayals of masculinity and femininity.

C. Understanding of themselves and their natural and technological environments.	Mass Media present ideas of the culture in **three** broad and related ways: 1. They direct people's attention toward codes of acceptable behavior within society and how to talk about them, 2. They tell people what and who counts in their world and why. 3. They tell people what others think of them and what people "like themselves" think of others. Course argues that individuals' frames of reference and world views are cultivated through the stories the media tells and that the very technology of the media shapes the consciousness of its users; for example, people who are now growing up in the digital world (digital natives) think differently from previous generations who grew up in different media eras, and that difference, in major ways, is a function of technological adaptation.

D. Ability to reason qualitatively and quantitatively.	Media literacy enables students to better evaluate information, Students use critical thinking skills to analyze and evaluate a piece of information before deciding if it's accurate, factual and devoid of any severe biases. Quantitative reasoning consists of social scientific approaches to the study of media (learning theory) and content analytic approaches (agenda setting, cultivation theory).

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.	Studies the practice of journalism as envisioned in the First Amendment. Democracy cannot exist without a free press. Responsible citizenship is the cornerstone of this class.

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. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions. (Addresses 1, 2, 3, 4, 5 above) 2. Continue to recognize the connection between media freedoms and democracy in order to maintain the delicate balance between freedom of the press and freedom of society. (Addresses 1, 2, 4, 5 above) 3. Provide community leadership through the recognition of the political and economic influence of the media. (Addresses 2, 3, 4 above) 4. Continue to use media literacy skills in order to recognize the connections made in any given situation, be it relationships, business, travel or political choices. (Addresses 5 above)
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	This requirement is achieved through teaching students media literacy. Media literacy is the ability to access, analyze, evaluate, and create media in all its forms. • To **analyze** means examining a piece of media objectively and separating the various elements. • To **evaluate** means taking the elements learned from analysis and applying media literacy ideas to it and combining that with your own values. • To **create** means to take everything learned about a particular type of media and applying it to something new and original.

How does the course enable a student to "critically analyze values and ethics	Media literacy. See above. Also class discussions of journalistic ethicscontemporary events as they unfold and the role the media plays in those events, such as the Arab Spring

within a range of human experience and expression to engage more fully in local and global issues”?**	of 2011. These answers address each of the five criteria articulated above.
*__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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Holly King	hking@pcc.edu

	Name	E-mail Address
SAC Chair	Doris Werman Chris Edwards	dwerkman@pcc.edu cedwards@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Charmagne Ehernhaus	charmagne.ehrenhaus@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:	SP 237	Course Title:	Gender Communication

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Examines the similarities and differences in male and female communication styles and patterns. Particular attention given to the implications of gender as social construct upon perception, values, stereotypes, language use, nonverbal communication, and power and conflict in human relationships. Discusses influence of mass communication upon shaping and constructing male and female sex roles. Course fulfills block transfer and cultural diversity requirements and is transferable to state four-year colleges and universities. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Continue to communicate more effectively by the awareness of the need to navigate through diverse viewpoints shaped by gender identities and expectations. 2. Create and manage relationships through the understanding of gender communication theory 3. In order to make decisions, use an increase in understanding of how gender influences our reflections of and resolutions regarding personal, social, and political problems.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	In the study of Gender Communication differentiates masculine and feminine communication styles, then examines how biology, learning, and culture influences the development of these styles and conflicts that can occur between these styles. Cultural expectations of gender are examined and conflicts across cultures enter into discussion through out the course content. Study of cultures includes and examination of, values, beliefs, and behaviors. Language, nonverbal communication, identity, perception…are amongst the key areas of study.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	A discussion of American history and the impact of social movements on gendered communication is the primary starting point for the course as a whole. Global historical, rhetorical, political and cultural topics and issues form a thread through out the entire course. Power and status are also topics that are taken into special consideration.
C. Understanding of themselves and their natural and technological environments.	Understanding self-concept is the foundation of the course as a whole. Theories of family, relational development, and conflict are examined. Discussions of communication contexts such as patriarchy, matriarchy, physical space, environment, geography, and communication technologies are addresses. Special consideration to discuss education, workplace, and corporate communication.
D. Ability to reason qualitatively and quantitatively.	Researching topics and critically examining, and integrating source material. Students learn to differentiate qualitative and quantitative research and utilized this data in papers and oral reports. Learning how to differentiate statistical generalizations from individual variations.
E. Ability to conceptually organize experience and discern its meaning.	Understanding stereotypes and generalizations. Analyze and write about experience breaking it down by categories. Categorization of behaviors and experiences. Organized and present research findings orally and in writing.
F. Aesthetic and artistic values.	Examining cultural variations in aesthetics in regard to masculine and feminine experience and style. Expression of artistic valises in language media, design, technology etc.
G. Understanding of the ethical and social requirements of responsible citizenship.	Examining cultural ethical differences. Differentiating between, institutional ethical systems, in family, religion, education, media, and corporate environment.

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

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. Continue to communicate more effectively by the awareness of the need to navigate through diverse viewpoints shaped by gender identities and expectations. 2. Create and manage relationships through the understanding of gender communication theory 3. In order to make decisions, use an increase in understanding of how gender influences our reflections of and resolutions regarding personal, social, and political problems.
***Note:** 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"?**	Analysis and interpret written and visual text in media, books, film, television, visual art. Create presentations to be presented orally, artistically or on-line. By developing a student's ability to understand gendered perspectives as reflected in cultural/linguistic forms of speaking and communicating, students will gain skills in understanding and creating more appropriate messages for specific occasions and situations. The process of practicing empathic understanding and constructing messages will help students gain an increased awareness and appreciation of others' communication frameworks and their own gendered-communication frameworks, contributing to enrichment of their quality of life

How does the course enable a student to "critically	Through this course students learn how to identify gender and other cultural factors which influence individual and institutional on values, attitudes,

analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	beliefs and behaviors. They are encouraged to evolve a more complex understanding of ethics and make decisions for their future communication in a variety of settings including on the global level. Through this course, students learn how to critically examine their own perceptions, their own behaviors, their own interpretations of others' behaviors, and of their own world, recognizing that others have a different interpretation of these aspects. They are given the tools and skills to critically examine both near and far, and are encouraged to analyze and challenge their own communicative behaviors. They are presented with research, asked to dig deeper and research subjects, write papers and present group reports. In this course, as in all Communication Studies courses, students are presented with the means to fulfill all aspects of Arts and Letters requirements because Communication is what A & L embraces.
*__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
x description (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Communication Studies	Submitter name Phone Email	
Current prefix and number	SP 214	Proposed prefix and number	
Current course title	Interpersonal Comm: Theory and Practice	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change	**Editing a few words to conform to recommended changes.**		

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)**
Study of interpersonal communication in different contexts; focuses on message exchange in person-to-person interactions , emphasizing theoretical principles and their application. Concentration is in the	Introduces interpersonal communication in different contexts; focuses on message exchange in person-to-person interactions , emphasizing theoretical principles and their application. Emphasizes the development of various communication skills in interpersonal contexts.

development of various communication skills in interpersonal contexts. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	**Editing a few words to conform to recommended 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), 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
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	☐ 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
Robert Pryor	Bob.pryor@pcc.edu	September 27, 2011
SAC Administrative Liaison	Email	Date
Chris Edwards	cedwards@pcc.edu	September 27, 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 (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Communication Studies	Submitter name Phone Email	Jeremy Estrella 971-722-4854 jeremy.estrella@pcc.edu
Current prefix and number	SP 227	Proposed prefix and number	
Current course title	Nonverbal Communication	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)**
Studies the nonverbal aspect of communication as related to verbal communication. Emphasis is on the theories and types of nonverbal behavior. Consideration is given to the influence of	Introduces the nonverbal aspect of communication as related to verbal communication. Emphasizes the theories and types of nonverbal behavior including influential factors such as; voice, body movement, eye behavior, touch, space, time, smell, and physical and

such factors as voice, body movement, eye behavior, touch, space, time, smell, and physical and social environments. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	social environments. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	**Editing a few words to conform to recommended 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), 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
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
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	Psychology	Submitter name Phone Email	Vivian McCann 4296 Vivian.McCann@pcc.edu
Current prefix and number	Psy 101	Proposed prefix and number	
Current course title	Psychology and Human Relations	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
Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	No change.

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Demonstrate an understanding of the basic psycho-social influences upon the formation and maintenance of self-concept and interpersonal behavior. 2. Demonstrate an ability to analyze one's own subjective experience, interpersonal relationships, and the socio-cultural context. 3. Demonstrate knowledge of emotion management skills in a variety of interpersonal contexts. 4. Demonstrate skillful application of effective interpersonal skills in communication, listening, and conflict management.	1. Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships. 2. Utilize intra- and interpersonal management skills to increase effectiveness in personal and professional relationships. 3. Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and cultural interactions. 4. Communicate, listen, and manage conflict more effectively in personal and professional relationships.
Reason for change	To comply with updated language requirements for course outcomes.

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

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

Current prerequisites, corequisites and concurrent

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
Monica Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Kitty Stromholt and Mona Johnson 971.722.4663 (until 6/3/11) mona.johnson@pcc.edu
Current prefix and number	Psy 201	Proposed prefix and number	
Current course title	Introduction to Psychology, Part 1	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
First term of a two-term sequence in introductory psychology covering the history of psychology, scientific methods, the brain and nervous system, sensation and perception, states of consciousness, human development, learning, memory, language, and cognition. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific methods, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends and examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism. Psychology 201 is the first term of a two-term sequence in introductory psychology. Prerequisites:

	WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Improve course description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Acquisition of the basic principles of the psychological study of human development, sensation and perception, learning theory, memory, language, and cognition. 2. An understanding of the history of psychology to include the contributions of women and people of color. 3. Comprehension and application of the principles of the scientific method in studying psychology. 4. Development of critical thinking skills in order to assess the validity and applicability of scientific principles of behavior vs. unscientific or unsubstantiated assumptions. 5. A basic understanding of the structure and function of the brain, neurotransmitters, and the nervous system. 6. An understanding of the role of genetics and the relative contribution of the environment in influencing psychological mechanisms of behavior and development. 7. Students will also demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course.	1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, and recognizing that ethically complex situations can develop in the application of psychological principles.

Reason for change	Improve 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

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	Psychology	Submitter name Phone Email	Kitty Stromholt and Mona Johnson 971.722.4663 mona.johnson@pcc.edu
Current prefix and number	Psy 201A	Proposed prefix and number	
Current course title	Introduction to Psychology, Part 1	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
First term of a two-term sequence in introductory psychology covering the history of psychology, scientific methods, the brain, nervous system, sensation, perception, consciousness, human development, learning, memory, language, and cognition. Taught from a sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Meets cultural	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are

diversity requirements for Associate Degrees. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Improve course description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Acquisition of the basic principles of the psychological study of human development, sensation and perception, learning theory, memory, language, and cognition. 2. An understanding of the history of psychology to include the contributions of women and people of color. 3. Comprehension and application of the principles of the scientific method in studying psychology. 4. Development of critical thinking skills in order to assess the validity and applicability of scientific principles of behavior vs. unscientific or unsubstantiated assumptions. 5. A basic understanding of the structure and function of the brain, neurotransmitters, and the nervous system. 6. An understanding of the role of genetics and the relative contribution of the environment in influencing psychological mechanisms of behavior and development. 7. In each of the above mentioned topics, students will demonstrate an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, class, age, culture, ability, and disability. 8. Students will also de monstrate the ability	1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course.	

Reason for change	Improve 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
Monica Schneider	monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Kitty Stromholt and Mona Johnson 971.722.4663 (until 6/3/11) mona.johnson@pcc.edu
Current prefix and number	Psy 202	Proposed prefix and number	
Current course title	Introduction to Psychology, Part 2	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
The second term of a two-term sequence in introductory psychology, covering emotion, motivation, intelligence, personality theory, health psychology, abnormal psychology, therapies, and social psychology. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism. Psychology 202 is the second term of a two-term sequence in introductory psychology. Recommended: PSY 201 or 201A. Prerequisite: WR

	115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Improve course description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Acquisition of a specialized knowledge base comprised of psychological concepts, principles, and perspectives which is appropriate for advancement to upper division study in the areas of emotion, motivation, intelligence and personality theory, psychopathology and psychotherapy, and social psychology. 2. Comprehension and application of the principles of the scientific method in studying psychology. 3. Acquisition of the skills necessary to evaluate psychological arguments using evidence, and to evaluate the validity of conclusions about behavior, while recognizing that preconceptions bias our observations and interpretations. 4. Students will also demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course.	1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, and recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.
Reason for change	Improve 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
Monica Schneider	monica.schneider@pcc.edu	April 26, 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	Psychology	Submitter name Phone Email	Kitty Stromholt and Mona Johnson 971.722.4663 (until 6/3/11) mona.johnson@pcc.edu
Current prefix and number	Psy 202A	Proposed prefix and number	
Current course title	Introduction to Psychology, Part 2	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
The second term of a two-term sequence in introductory psychology, covering emotion, motivation, intelligence, personality theory, health psychology, abnormal psychology, therapies, and social psychology. Course taught from a sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Meets cultural diversity requirements for Associate	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior,

Degree. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	thought, and emotion. Psychology 202A is the second term of a two-term sequence in introductory psychology. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	Improve course description.

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

Current learning outcomes	New learning outcomes
1. Acquisition of a specialized knowledge base comprised of psychological concepts, principles, and perspectives which is appropriate for advancement to upper division study in the areas of emotion, motivation, intelligence and personality theory, psychopathology and psychotherapy, and social psychology. 2. Comprehension and application of the principles of the scientific method in studying psychology. 3. Acquisition of the skills necessary to evaluate psychological arguments using evidence, and to evaluate the validity of conclusions about behavior, while recognizing that preconceptions bias our observations and interpretations. 4. In each of the above mentioned topics, students will demonstrate an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, class, age, culture, ability, and disability. 5. Students will also de monstrate the ability to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course.	1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

Reason for change	Improve 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
Monica Schneider	monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Monica Schneider 971-722-5101 Monica.schneider@pcc.edu
Current prefix and number	PSY 213	Proposed prefix and number	
Current course title	Introduction to Behavioral Neuroscience	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
Provides overview of the brain's role in behavior. Emphasizes the neurophysiological properties relevant to psychological functions: sensation, perception, motivation, learning, emotion, activation, and motor responses. Includes extensive coverage of the anatomical and physiological aspects of the human nervous system. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and PSY 201 or one year biology.	Surveys the role of the brain and nervous system in behavior, psychological functioning, and neuro-physiological processes that underlie human development. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and PSY 201 or 201A or one year of biology.

Reason for change	To better reflect the course's 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
Intended Outcomes for the course 1. Understand the history of physiological psychology. 2. Identify the contributions of physiological processes involved in understanding human behavior. 3. Understand the structure and function of the cells of the nervous system 4. Identify the organization of the nervous system 5. Describe how heredity interacts with the environment and influences behavior 6. Describe how psychological mechanisms are influence by evolution 7. Develop an awareness of the hierarchical organization of the structure and function of the human brain 8. Analyze the role that psychopharmacology contributes to behavior 9. Identify the various techniques, strategies and methods physiological psychologist use in conducting research 10. Describe the role of the human visual system 11. Describe the structure and function of the human sensory system. 12. Understand the biology of sleep and biological rhythms 13. Understand the role of biology of eating and drinking 14. Describe the physiology of learning and memory 15. Describe the biology of human	1. Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes. 2. Use the human sensory system to understand the biology of sleep and the role of the visual system, and the functions of sustaining life. 3. Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and~~,~~ pathological behavior. 4. Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders 5. Apply understanding of brain functioning to the conduct of one's own life. 6. Apply this learning to abilities including attention, learning, perception of others and decision making.

communication 16. Describe the contribution of physiology in understanding mental illness	
Reason for change	To better reflect the course content upon 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

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	Psychology	Submitter name Phone Email	Tani McBeth 503.244.6111 x3346 tmcbeth@pcc.edu (best to reach)
Current prefix and number	PSY 214	Proposed prefix and number	
Current course title	Introduction to personality	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
Covers personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion, and behavior. Incorporates activities which help students apply what they have learned about personality theories to their personal and professional lives. Recommended: PSY 201A or 202A Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives. Recommended: Psy 201A or 202A. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	To be more descriptive of what the course covers and what we want students to be able to do "out there."

LEARNING OUTCOMES: Describe what 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. Develop increased understanding of the causes and implications of the personality characteristics and behavior patterns of oneself and others. 2. Demonstrate the ability to think critically about theories of personality and behavioral traits and the research supporting those theories. 3. Demonstrate awareness of theoretical & research based explanations for human behavior 4. Develop an understanding of the different domains of the psychology of personality. 5. Application of the knowledge and principles of the psychology of personality in order to better understand the behavior of oneself and others.	1. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior. 2. Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living. 3. Apply the major personality domains and theories to better understand one's own behavior and the behavior of others.

Reason for change	Update outcomes to meet new General Ed requirements.

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

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

Current prerequisites, corequisites and concurrent

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
Monica Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Psychology	Submitter name Phone Email	Monica H. Schneider 971-722-5101 Monica.schneider@pcc.edu
Current prefix and number	PSY 215	Proposed prefix and number	
Current course title	Human Development	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Surveys major theories of behavior and patterns of change and continuity in people over the life span. Emphasizes development from physical, cognitive, social, emotional, moral, and cultural perspectives from prenatal development through development of infants, children, adolescents, adults, and the elderly. Recommended: PSY 201A or 202A. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201A or 202A. 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
Students should be able to: 1.Demonstrate an understanding of the various psychological theories of development in explaining one =s own development, and the development of others at different stages in the life span. 2.Demonstrate knowledge of major areas of human development from conception to death: Understand the significant factors influencing and affecting prenatal development, understand the principles involved in the foundation of intellectual and language development, understand the changes in physical, cognitive, social and emotional development. 3.Demonstrate knowledge in a variety of settings, in connection with the respective academic fields of study by emphasizing the multi-disciplinary approach. 4.Develop an understanding of and analyze the life span development from a cross-cultural, and a cultural perspective and their influence on development. 5.Demonstrate an understanding of end of life issues including death and dying. .	1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.
Reason for change	Update outcomes to meet new General Ed requirements

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.
Current prerequisites, corequisites and concurrent
☐ 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
Monica H. Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Psychology	Submitter name Phone Email	Monica H. Schneider 971-722-5101 Monica.schneider@pcc.edu
Current prefix and number	PSY 215	Proposed prefix and number	
Current course title	Human Development	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Surveys major theories of behavior and patterns of change and continuity in people over the life span. Emphasizes development from physical, cognitive, social, emotional, moral, and cultural perspectives from prenatal development through development of infants, children, adolescents, adults, and the elderly. Recommended: PSY 201A or 202A. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201A or 202A. 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
Students should be able to: 1.Demonstrate an understanding of the various psychological theories of development in explaining one =s own development, and the development of others at different stages in the life span. 2.Demonstrate knowledge of major areas of human development from conception to death: Understand the significant factors influencing and affecting prenatal development, understand the principles involved in the foundation of intellectual and language development, understand the changes in physical, cognitive, social and emotional development. 3.Demonstrate knowledge in a variety of settings, in connection with the respective academic fields of study by emphasizing the multi-disciplinary approach. 4.Develop an understanding of and analyze the life span development from a cross-cultural, and a cultural perspective and their influence on development. 5.Demonstrate an understanding of end of life issues including death and dying. .	1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.
Reason for change	Update outcomes to meet new General Ed requirements

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.
Current prerequisites, corequisites and concurrent
☐ 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
Monica H. Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Cynthia P Golledge x4075 cgolledg@pcc.edu
Current prefix and number	PSY 216	Proposed prefix and number	
Current course title	Social Psychology	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
Examines how society affects human behavior, including persuasion, conformity, aggression, conflict, and interpersonal attraction. Applications to business, politics, environment, health, the legal system and human relations. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	To comply with updated description requirements

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

Current learning outcomes	New learning outcomes
1. Demonstrate knowledge of and ability to apply the basic social psychological concepts and theories (as they relate to the course topics) to historic and current world, national, and local events and to one's own life experiences 2. Demonstrate knowledge of how social psychological concepts and theories can be used to reduce anti-social attitudes and behaviors and to increase pro-social attitudes and behaviors within individuals and groups. 3. Demonstrate understanding of the cognitive errors surrounding intuition and personal observation, and why standardized research is necessary when making predictions and drawing conclusions about human behavior.	1. Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human thinking and behaviors. 2. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior. 3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences. 4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups.

Reason for change	To comply with updated outcomes 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 ☒ 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
Monica Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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

Department	PSYCHOLOGY	Submitter name Phone Email	Vivian McCann 4296 Vivian.McCann@pcc.edu
Current prefix and number	PSY 222	Proposed prefix and number	
Current course title	Family and Intimate Relations	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
Explores processes involved in both traditional and non-traditional relationships and families: including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage, and blended families. This course meets cultural diversity requirements. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.	Explores processes involved in both traditional and non-traditional relationships and families: including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage, and blended families. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.

Reason for change	Improve course description.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See 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. Demonstrate understanding of accurate and current information and research relevant to intimate relationships. 2. Recognize that relationships involve a series of choices that can be made deliberately or by default. 3. Develop greater self-awareness regarding one’s own relationship choices, patterns, and processes. 4. Understand the difference between intuition, personal observations, and the scientific method in drawing conclusions about relationship patterns and processes. 5. Demonstrate awareness of and appreciation for cultural differences in relationship patterns and processes and family organization. 6. Demonstrate an ability to find and critically evaluate research/information about family and intimate relationships via electronic means; to include peer-reviewed databases and the world-wide web.	1. Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one’s own relationships. 2. Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one’s own and others’ relationships. 3. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.

Reason for change	Update outcomes to meet new General Ed requirements

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

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

Current prerequisites, corequisites and concurrent

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
Monica H. Schneider	Monica.schneider@pcc.edu	
SAC Administrative Liaison	Email	Date
Loretta goldy	lgoldy@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	Psychology	Submitter name Phone Email	Wayne Hooke 4779 whooke@pcc.edu
Current prefix and number	PSY 231	Proposed prefix and number	
Current course title	Human Sexuality	Proposed title (60 characters max)	
Reason for title change	n/a	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
Part one of a two-term sequence designed exploring sexual issues from scientific and humanistic perspectives. Topics: historical, cultural and cross-cultural perspectives on sexuality, sex research, female and male sexual and reproductive anatomy and physiology, gender issues, sexual response, sexual communication, sexual behavior patterns, love, and sexual orientations.	Explores sexual issues from scientific and humanistic perspectives. Surveys historical, cultural and cross-cultural variation in sexuality, sex research, female and male sexual and reproductive anatomy and physiology, gender issues, sexual response, sexual communication, sexual behavior patterns, love, and sexual orientations. This is the first course in a two-course sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores

Reason for change	Improve the current description

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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. Develop and demonstrate an understanding of predominant historical, biological, social, psychological, cultural and cross-cultural factors that influence sexual attitudes, values, and behavior. 2. Develop and demonstrate an understanding of the scientific basis of our knowledge re: human sexual behavior. 3. Develop and demonstrate increased awareness and tolerance of self and others regarding sexual values, sexual orientations, ethnic and gender-identities, and sexual behaviors. 4. Develop and demonstrate an understanding of female and male reproductive and sexual anatomy and physiology. 5. Practice sexual self-health and participate more actively in sexual health care. 6. Develop and utilize effective communication skills as used in a sexual context. 7. Develop and demonstrate an understanding of different types of love, factors that influence to whom we become attracted, and issues in establishing and maintaining intimate relationships. 8. Apply information obtained in class to enhance sexual self-awareness and relationships with partners, family members, friends and/or health care providers.	1. Improve sexual health and functioning through the critical evaluation of scientific and popular information. 2. Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors. 3. Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors. 4. Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being. 5. Establish, maintain, and enhance intimate relationships through the utilization of research-based principles.

Reason for change	More clearly and directly connect the course outcomes to behaviors outside of the classroom

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

If the SAC wants 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
Monica Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Wayne Hooke 4779 whooke@pcc.edu
Current prefix and number	PSY 232	Proposed prefix and number	
Current course title	Human Sexuality	Proposed title (60 characters max)	
Reason for title change	n/a	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
Part two of sequence exploring sexual issues from scientific and humanistic perspectives. Topics: sexuality through the life cycle, sexual problems, sexual satisfaction, contraception, conception, sexuality and disability, sex and chronic illness, sexually transmitted infections, sexual victimization, atypical sexual behavior, commercialization of sex.	Explores sexual issues from scientific and humanistic perspectives. Surveys sexuality through the life cycle, sexual problems, sexual satisfaction, contraception, conception, sexuality and disability, sex and chronic illness, sexually transmitted infections, sexual victimization, atypical sexual behavior, and the commercialization of sex. This is the second course in a two course sequence.

Reason for change	Improve the current description

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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. Develop and demonstrate an understanding of various biological, psychological, social and cultural factors that influence sexual attitudes and behavior throughout the life cycle (infancy through aging). 2. Develop and demonstrate an understanding of the nature and origin of various sexual problems that men and women may experience and strategies used to prevent and treat these problems. 3. Develop and demonstrate an understanding regarding how sexual expression and behavior is affected by various disabilities and chronic illnesses. 4. Describe ways to enhance personal sexual awareness and expression, alone or with a partner, in physical, emotional and spiritual contexts. 5. Be able to utilize information acquired regarding various types of contraceptive methods in order to make informed choices about contraception in one's own life, and/or to be able to share this information with others as appropriate. 6. Develop and demonstrate an understanding of the process of conception, termination of pregnancy and the factors that contribute to a healthy pregnancy, as well as the impact of pregnancy on sexual desire and behavior, alone or with a partner. 7. Demonstrate an understanding of the cause, transmission, symptoms, complications, and prevention guidelines of a range of sexually transmitted infections as well as how to apply this information to genital and sexual self-health care. Identify community resources for treatment, testing, and prevention.	1. Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development. 2. Effectively manage sexual problems and develop broader understanding of those with chronic illnesses and disabilities that impact sexual functioning. 3. Make informed decisions about contraception, abortion, pregnancy and the birthing process through knowledge of human reproduction, psychosocial and cultural factors. 4. Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections. 5. Enhance satisfaction with sexual relationships through informed decisions utilizing knowledge of problematic (coercive, paraphilic) and functional (consensual, atypical) sexual behaviors.

8. Develop and demonstrate an understanding of the issues involved in sexual victimization (rape, sexual abuse of children, and sexual harassment) and how one might use this information to prevent victimization from occurring, as well as how to deal with it effectively if it has occurred. 9. Be able to distinguish between coercive and noncoercive paraphilias, and implications for treatment as a result. 10. Develop and demonstrate an understanding of some of the social and legal issues involved in the commercialization of sex (e.g., pornography, prostitution and adult entertainment). 11. Apply information learned in class to enhance sexual self-awareness and relationships with partners, family members, friends and/or health care providers.	
Reason for change	More clearly and directly connect the course outcomes to behaviors outside of the classroom

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

If the SAC wants 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
Monica H. Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Janice L. Rank x4090 jrank@pcc.edu
Current prefix and number	PSY 236	Proposed prefix and number	
Current course title	Psychology of Adult Development and Aging	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
Provides an overview of the biosocial, cognitive, and psychosocial aspects of adulthood and aging. Emphasis on theories of aging, factors that influence health and aging, and the challenges and opportunities of aging. Attention will be also given to contextual, cultural, gender, and ability issues as we age and their effects on the individual.	Provides an overview of the biological, cognitive, and psychosocial aspects of adulthood and aging including theories of aging and specific research in the field of gerontology. Focuses on genetic and environmental factors that influence health as we age. Includes the challenges specific to gender, ability level, and culture. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Improve course description.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Upon completion of this course students will be able to: 1. Apply knowledge of biological, cognitive, and psychosocial processes across the older adult and late life course, considering both normal aging and developmental anomalies. 2. Assess the psychosocial needs of specific adult populations and plan how those needs could be met within specific living situations and for aging adults with varying physical and cognitive functioning levels. 3. Conduct research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing (and aging) world. 4. Apply developmental psychological concepts to one’s own optimally successful aging experience.	1. Use knowledge of biological, cognitive, and psychosocial processes in order to assist self and others to understand various aging trajectories. 2. Assess the psychosocial needs of specific adult populations and plan how those needs could be met within specific living situations and for aging adults with varying physical and cognitive functioning levels. 3. Critically evaluate research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing (and aging) world. 4. Apply concepts from developmental psychology to optimize successful aging in self and others.

Reason for change	Required update.

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

If the SAC wants 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
Monica Schneider	Moinca.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Tony Obradovich 8253 tobradov@pcc.edu
Current prefix and number	Psy 239	Proposed prefix and number	
Current course title	Introduction to Abnormal Psychology	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
Surveys the history, theories, diagnosis, etiology, and treatment of the major mental disorders. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and PSY 201 or 201A or 202 or 202A. Audit available.	Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders. WR 115, RD 115 and MTH 20 or equivalent placement test scores, and PSY 201 or 201A or 202 or 202A.
Reason for change	Improve course description.

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

Current learning outcomes	New learning outcomes
1. Become aware of the major theories of abnormal behavior. 2. Trace the history of contemporary ideas regarding abnormality. 3. Describe the advantages and disadvantages of formal classification schemes. 4. Develop an awareness of the various DSM categories of abnormal behavior. 5. Develop an awareness and demonstrate an understanding of the various approaches developed over the years for the treatment of abnormal behavior. 6. Demonstrate an awareness of how abnormal behavior is assessed and diagnosed.	1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior. 2. Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and DSM categories. 3. Become a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.

Reason for change	More clearly and specifically connect course outcomes to behaviors outside of the classroom.

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

If the SAC wants 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
Monica Schneider	Monica.schneider@pcc.edu	April 26, 2011
SAC Administrative Liaison	Email	Date
Lorettta Goldy	lgoldy@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	Psychology	Submitter name Phone Email	Lauren Kuhn 6143 lkuhn@pcc.edu
Current prefix and number	Psy 240	Proposed prefix and number	
Current course title	Personal Awareness and Growth	Proposed title (60 characters max)	
Reason for title change	n/a	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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 theory and experience to acquire a comprehensive perspective on intra- and inter-personal dynamics related to personal growth and awareness. Activities provide opportunities to increase self-understanding, awareness and acceptance, identify areas for potential growth, and explore awareness of self as perceived by others to improve effectiveness relating to other people.	Explores multidimensional perspectives on personal growth and awareness. Includes how childhood and adolescent development and experience affect thinking, feelings and behavior; differentiation; self-discipline and resilience; applying the principles derived from psychological research to everyday living; stress management; creative expression; body image and awareness; education and job/career pursuits; loneliness and solitude; death and loss. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement

	test scores.
Reason for change	Improve the current description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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. Develop and demonstrate increased self-awareness as a result of guided personal reflection and exploration of past history and experience as well as current values, attitudes and behavior. 2. Develop and demonstrate an understanding of the concept of personal choice and responsibility in regard to interpersonal relationships, physical health, work and leisure, managing stress, relationship to community, and search for identity, meaning and life purpose. 3. Develop and demonstrate an increased awareness of self in relation to others as well as increased effectiveness in establishing and maintaining relationships with partners, family members, friends and/or co-workers. 4. Develop a framework for identifying aspects of personal growth to pursue for future awareness and development, as well as strategies for achieving these goals. 5. Experience the opportunity for significant personal growth, as demonstrated by participation in group/individual counseling/therapy/psychoeducation; or by means of some other significant self-development project. 6. Develop and demonstrate an understanding for various models of	1. Apply knowledge regarding various dimensions of personal growth (physical, intrapersonal, interpersonal, occupational/educational, communal and spiritual) to more conscious, constructive living and decision-making on a day-to-day basis. 2. Live more constructively through the conscious awareness of past history, current thought patterns, emotional reactions and behaviors. 3. Apply current research on positive psychology, effective communication, stress management, resilience and self-discipline to everyday living and relationships. 4. Apply research in neuroscience to cultivate skills that are transformational at the physical level of the brain. 5. Use an understanding of how the concept of personal growth varies cross-culturally to constructively address issues that arise from these differences in personal and professional relationships. 6. Assess, examine and reflect on one's own personal growth in various dimensions and throughout different life stages of development.

personal growth from a cultural and cross-cultural perspective.	

Reason for change	More clearly and specifically connect course outcomes to behaviors outside of the classroom.

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

If the SAC wants 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	Psychology	Submitter name Phone Email	Wayne Hooke 4779 whooke@pcc.edu
Current prefix and number	Psy 285	Proposed prefix and number	
Current course title	Psych Seminar and Practicum	Proposed title (60 characters max)	
Reason for title change	Improve outcome statements	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
This course is designed for students who are preparing for a major and/or a career in psychology. The class consists of a two-hour weekly seminar and a practicum placement in the community (a minimum of 60 hours, over the course of the term or longer if necessary, is required). The seminar will focus on furthering students' knowledge and understanding of the scope of the field of psychology, as well as	Explores psychology as an academic discipline, a career, and as a body of research. Focuses on critically understanding research, professional writing, and oral presentation skills. Includes a 60 hour (minimum) practicum in the community.

research methods used in the discipline. Additional objectives include improving professional writing and oral presentation skills.	
Reason for change	To improve the language of the course description

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Intended Outcomes of the Seminar: 1. Demonstrate an understanding of the scope of the field of psychology as well as sub-fields within the discipline and what preparation for a major and/or a career in psychology may entail. 2. Understand and accurately interpret research-based articles in psychological journals. 3. Identify potential methodological and design flaws, as well as potential reporting errors and misinterpretations, in research studies reported in the popular press. 4. Write a review of psychological literature consistent with APA style and format. **Intended Outcomes of the Practicum Placement:** 1. To make informed choices about potential career paths in psychology and to distinguish between options available with an undergraduate and/or a graduate degree in psychology. 2. To apply psychological principles and concepts to real world problems and situations. 3. To acquire and/or to improve professional skills as appropriate to the practicum placement and to the student learning objectives	1. Effectively plan an educational pathway to support one's desired career in psychology through a realistic understanding of the discipline and its sub-fields. 2. Identify the strengths and limitations in peer-reviewed and popular psychological literature. 3. Effectively write a literature review consistent with APA style to prepare students for successful completion of upper-level coursework.

established at the beginning of the term. These competencies may include: basic research skills; introductory assessment skills; interviewing skills; presentation skills; group facilitation skills; community outreach and/or organization skills; crisis counseling and intervention skills, etc.	

Reason for change	Improve outcome statements to emphasize the real-world, outside-of-class uses.

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

If the SAC wants 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
Monica H. Schneider	Monica.schneider@pcc.edu	4-26-11
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	4-26-11

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Vivian McCann	Vivian.McCann@pcc.edu
SAC Chair	Monica Schneider	Monica.Schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy (Interim Dean)	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 101	Course Title:	Psychology and Human Relations
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 101	Course Title:	Psychology and Human Relations

Course Description:	Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships. 2. Utilize intra- and interpersonal management skills to increase effectiveness in personal and professional relationships. 3. Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and cultural interactions. 4. Communicate, listen, and manage conflict more effectively in personal and professional relationships.

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 learn about the cultural dimensions of individualism/collectivism, power distance, uncertainty avoidance, and masculinity/femininity. Self-assessments help students identify their own belief systems within these dimensions, and to compare them to norms of other cultures. Students also learn the differences between various cultural norms and practices in verbal and non-verbal communication.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	From a global perspective, students learn that cultural norms grow out of the unique geographical, political, religious, and social experiences that characterize a people's history. They also learn how historical context influences development of basic theories of personality. On a personal level, students complete a variety of self-assessments to help them recognize how the practices of their own family unit and their own gender play an implicit role in their expectations, perceptions, and behaviors.

C. Understanding of themselves and their natural and technological environments.	The very nature of human relations relies on understanding of oneself and one's environment – socially and technologically. Studying the psychodynamic, humanistic, trait, behavioral, and cognitive theories of personality gives student a variety of perspectives through which they can better analyze themselves and others. Common distortions in self-concept; physiological, cultural, and gender influences in perception, judgment, emotion, and communication; and the innate nature of defensiveness all help students better understand their own reactions to interpersonal events.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Throughout the course, students apply concepts to their own experiences, learning to better recognize their own cognitive and emotional biases, including the confirmation bias, the self-serving bias, emotional fallacies, the false consensus bias, the fundamental attribution error, and common errors in memory. As a result, students become more effective at making objective analyses of their experiences.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students learn about the causes and consequences of stereotypes, prejudice, and discrimination, which enables them to better empathize with others and also to more effectively analyze – and, hence, improve - harmful social conditions. Practice in a variety of communication styles facilitates students' own efforts to interact effectively with diverse others.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships. 2. Utilize intra- and interpersonal management skills to increase effectiveness in personal and professional relationships. 3. Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and cultural interactions. 4. Communicate, listen, and manage conflict more effectively in personal and professional relationships.
***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 begin by learning the distinction between empirical evidence and personal observation or anecdote, and also learning the powerful role of cultural norms on individual behavior. Then, via study of both dispositional and situational influences on human behavior, students learn how to recognize the complex interaction of both internal and external factors that is typically involved in any specific instance of human behavior. Through case studies, role plays, and other applications, students gain experience in analyzing human behavior through a variety of lenses.

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 emphasis on understanding human behavior serves as a foundation for effective application of communication skills. By understanding the roots of cultural diversity, students are better able to empathize with others who embrace different belief systems. Then, practicing a variety of different communication styles enables students to continue to learn about themselves and diverse others through their effective verbal and non-verbal presentation, listening strategies, and non-defensive communication.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Kitty Stromholt and Mona Johnson	mona.johnson@pcc.edu
SAC Chair	Monica Schneider	monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 201	Course Title:	Introduction to Psychology, Part 1
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	**Psy 201**	Course Title:	**Introduction to Psychology, Part 1**

Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific methods, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends and examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism. Psychology 201 is the first term of a two-term sequence in introductory psychology. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores..

Course Outcomes:	1. Articulate how primary behavioral research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

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.	Cross-cultural research (including international findings) and critical thinking principles are used to illustrate the differences and similarities between various 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.	History of psychology is reviewed which includes evolutionary psychology and current and historical international contributions. Students compare and contrast their own experiences and cognitive biases to this global perspective. Personal assumptions are exposed and challenged. Some new content is assimilated into a student's existing world views whereas other content is accommodated into a new or expanded perspective that is often more flexible and complex.
C. Understanding of themselves and their natural and technological environments.	Self reflection is important part of assimilating and accommodating new information. The types and consequences of faulty thinking are applied to multiple contexts, including natural and technological environments. Biological Psychology emphasizes that many phenomenon in life do have biological components. Psychological constructs are applied to, for example, habitat loss and sustainability issues. Students use multimedia, electronic resources including library databases, course homepages, and Desirie2Learn platform in order to become more comfortable with similar technologies used in our internationalized work force and interconnected world economy.
D. Ability to reason qualitatively and quantitatively.	Critical thinking principles and the scientific method are foundational to this course. Critical thinking allows for a more qualitative approach. Open-ended surveys are introduced. Quantitative methods are introduced in a more detailed way. The basics of statistical reasoning are covered. Advantages and limitations to both qualitative and quantitative approaches are highlighted.
E. Ability to conceptually organize experience and discern its meaning.	Students differentiate between anecdote and scientific evidence. Research findings often challenge student understanding of personal experiences. Encourages critical thinking and empathy for others.
F. Aesthetic and artistic values.	Effective presentation while in class, while using online resources, and when completing course assessments is strongly encouraged. Specifically, psychological research regarding first impressions, for example, is introduced. Inter-discipline applications are used to examine psychological principles. For example, the artwork of M.C. Escher is often used to illustrate research in sensation and perception.
G. Understanding of the ethical and social requirements of responsible citizenship.	Individual and social consequences of apathy are indentified. Key factors in mental health outcomes, such as intimate relationships, meaningful work and social networks are presented. Research regarding social isolation is reviewed. Individual, social, and inter-generational effects of poverty and lack of education are covered in some detail. Reviews ethical and professional standards when conducting research, writing papers, and when engaging in clinical work.

Social Sciences

Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, and recognizing that ethically complex situations can develop in the application of psychological principles.
***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"?**	Articulate how primary behavioral research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

How does the course enable a student to "apply knowledge and experience to	Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the

foster personal growth and better appreciate the diverse social world in which we live"?**	various subfields of psychology at different educational levels. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Kitty Stromholt and Mona Johnson	mona.johnson@pcc.edu
SAC Chair	Monica Schneider	monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 201A	Course Title:	Introduction to Psychology, Part 1
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	**Psy 201A**	Course Title:	**Introduction to Psychology, Part 1**

Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

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.	Course taught from a sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. International and cross-cultural research is used to illustrate the differences and similarities between various 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.	History of psychology is introduced which includes evolutionary psychology and current and historical international contributions. Students are encouraged to compare and contrast their own experiences and cognitive biases to global perspectives. Personal assumptions are exposed and challenged. Some new content is assimilated into student existing world views whereas other content is accommodated into a new or expanded perspective that is often more flexible and complex.
C. Understanding of themselves and their natural and technological environments.	Self reflection is important part of assimilating and accommodating new information. The types and consequences of faulty thinking are applied to multiple contexts, including natural and technological environments. Biological Psychology emphasizes that many phenomenon in life do have biological components. Psychological constructs are applied to, for example, habitat loss and sustainability issues. Students use multimedia, electronic resources including library databases, course homepages, and Desirie2Learn platform in order to prepare for our internationalized work force and interconnected world economy.
D. Ability to reason qualitatively and quantitatively.	Critical thinking principles and the scientific method are foundational to this course. Critical thinking allows for a more qualitative approach. Open-ended surveys are introduced. Quantitative methods are introduced in a more detailed way. The basics of statistical reasoning are covered. Advantages and limitations to both qualitative and quantitative approaches are highlighted.
E. Ability to conceptually organize experience and discern its meaning.	Students differentiate between anecdote and scientific evidence. Research findings often challenge student understanding of personal experiences. Encourages critical thinking and empathy for others.
F. Aesthetic and artistic values.	Effective presentation while in class, while using online resources, and when completing course assessments is strongly encouraged. Specifically, psychological research regarding first impressions, for example, is introduced. Inter-discipline applications are used to examine psychological principles. For example, the artwork of M.C. Escher is often used to illustrate research in sensation and perception.
G. Understanding of the ethical and social requirements of	Individual and social consequences of apathy are indentified. Key factors in mental health outcomes, such as intimate relationships, meaningful work and social networks are presented. Research regarding social isolation is

responsible citizenship.	reviewed. Individual, social, and inter-generational effects of poverty and lack of education are covered in some detail. Reviews ethical and professional standards when conducting research, writing papers, and when engaging in clinical work.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior. 2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. 3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
***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	Articulate how primary behavioral research adheres to ethical and scientific principles, and communicate the difference between personal views and

order to understand human behavior"?**	scientific evidence in understanding behavior. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

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"?**	Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science 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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General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Kitty Stromholt and Mona Johnson	mona.johnson@pcc.edu
SAC Chair	Monica Schneider	monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 202	Course Title:	Introduction to Psychology, Part 2
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	**Psy 202**	Course Title:	**Introduction to Psychology, Part 2**

Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism. Psychology 202 is the second term of a two-term sequence in introductory psychology. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, and recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.

8. Address PCC's General Education Philosophy Statement:

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B. appreciation of 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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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.	Course taught from a sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. International and cross-cultural research is used to illustrate the differences and similarities between various 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.	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Students are encouraged to compare and contrast their own experiences and cognitive biases to historical and global perspectives. Personal assumptions are exposed and challenged. Some new content is assimilated into student existing world views whereas other content is accommodated into a new or expanded perspective that is often more flexible and complex.
C. Understanding of themselves and their natural and technological environments.	Self reflection is important part of assimilating and accommodating new information. The types and consequences of faulty thinking are applied to multiple contexts, including natural and technological environments. Biological Psychology emphasizes that many phenomenon in life do have biological components. Psychological constructs are applied to, for example, habitat loss and sustainability issues. Students use multimedia, electronic resources including library databases, course homepages, and Desirie2Learn platform in order to prepare for our internationalized work force and interconnected world economy.
D. Ability to reason qualitatively and quantitatively.	Critical thinking principles and the scientific method are foundational to this course. Critical thinking allows for a more qualitative approach. Open-ended surveys are reviewed. Quantitative methods are used in a more detailed way. The basics of statistical reasoning are employed to validate scientific claims. Advantages and limitations to both qualitative and quantitative approaches are illustrated.
E. Ability to conceptually organize experience and discern its meaning.	Students differentiate between anecdote and scientific evidence. Research findings often challenge student understanding of personal experiences. Encourages critical thinking and empathy for others.
F. Aesthetic and artistic values.	Effective presentation while in class, while using online resources, and when completing course assessments is strongly encouraged. Specifically, psychological research regarding first impressions, for example, is introduced. The significance of creativity is highlighted in various content areas including, for example, intelligence and personality.
G. Understanding of the ethical and social requirements of responsible citizenship.	Individual and social consequences of apathy are indentified. Key factors in mental health outcomes, such as intimate relationships, meaningful work and social networks are presented. Research regarding social isolation is reviewed. Individual, social, and inter-generational effects of poverty and lack of education are covered in some detail. Reviews ethical and professional standards when conducting research, writing papers, and when

	engaging in clinical work.

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, and recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.
***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"?**	Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. Discern the difference between personal views and scientific evidence and

	identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding 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”?**	Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Kitty Stromholt and Mona Johnson	mona.johnson@pcc.edu
SAC Chair	Monica Schneider	monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 202A	Course Title:	Introduction to Psychology, Part 2
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	**Psy 202A**	Course Title:	**Introduction to Psychology, Part 2**

Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 202A is the second term of a two-term sequence in introductory psychology. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

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.	Course taught from a sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. International and cross-cultural research is used to illustrate the differences and similarities between various 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.	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Students are encouraged to compare and contrast their own experiences and cognitive biases to historical and global perspectives. Personal assumptions are exposed and challenged. Some new content is assimilated into student existing world views whereas other content is accommodated into a new or expanded perspective that is often more flexible and complex.
C. Understanding of themselves and their natural and technological environments.	Self reflection is important part of assimilating and accommodating new information. The types and consequences of faulty thinking are applied to multiple contexts, including natural and technological environments. Biological Psychology emphasizes that many phenomenon in life do have biological components. Psychological constructs are applied to, for example, habitat loss and sustainability issues. Students use multimedia, electronic resources including library databases, course homepages, and Desirie2Learn platform in order to prepare for our internationalized work force and interconnected world economy.
D. Ability to reason qualitatively and quantitatively.	Critical thinking principles and the scientific method are foundational to this course. Critical thinking allows for a more qualitative approach. Open-ended surveys are reviewed. Quantitative methods are used in a more detailed way. The basics of statistical reasoning are employed to validate scientific claims. Advantages and limitations to both qualitative and quantitative approaches are illustrated.
E. Ability to conceptually organize experience and discern its meaning.	Students differentiate between anecdote and scientific evidence. Research findings often challenge student understanding of personal experiences. Encourages critical thinking and empathy for others.
F. Aesthetic and artistic values.	Effective presentation while in class, while using online resources, and when completing course assessments is strongly encouraged. Specifically, psychological research regarding first impressions, for example, is introduced. The significance of creativity is highlighted in various content areas including, for example, intelligence and personality.
G. Understanding of the ethical and social requirements of	Individual and social consequences of apathy are indentified. Key factors in mental health outcomes, such as intimate relationships, meaningful work and social networks are presented. Research regarding social isolation is

responsible citizenship.	reviewed. Individual, social, and inter-generational effects of poverty and lack of education are covered in some detail. Reviews ethical and professional standards when conducting research, writing papers, and when engaging in clinical work.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles. 2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. 3. Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior. 4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. 5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
***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	Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

behavior”?**	Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding 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”?**	Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Monica Schneider-Anthony	Monica.schneider@pcc.edu
SAC Chair	Monica Schneider-Anthony	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PSY 213	Course Title:	Introduction to Behavioral Neuroscience
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:		Course Title:	

Course Description:	Surveys the role of the brain and nervous system in behavior, psychological functioning, and neuro-physiological processes that underlie human development. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and PSY 201 or 201A or one year of biology.

Course Outcomes:	1. Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes. 2. Use the human sensory system to understand the biology of sleep and the role of the visual system, and the functions of sustaining life. 3. Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and~~,~~ pathological behavior. 4. Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders 5. Apply understanding of brain functioning to the conduct of one's own life. 6. Apply this learning to abilities including attention, learning, perception of others and decision making.

8. Address PCC's General Education Philosophy Statement:

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

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.	Cultural norms influence what is believed to be normal behavior. Appreciation for the varied practices that people follow can assist in comprehending human behavior cross culturally.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Misunderstandings may occur when human behavior is not analyzed from a neurobiological perspective. Gender and gender roles may influence the neurobiology or genotype and the expression of phenotype.

C. Understanding of themselves and their natural and technological environments.	Students are asked to consider the role of the environment in human development. The effects of stress, poverty, and lack of enrichment is explored to illustrate the way environment can effect human behavior.

D. Ability to reason qualitatively and quantitatively.	Understand the scientific method and the use of statistics to develop more reasoned understandings of human behavior.

E. Ability to conceptually organize experience and discern its meaning.	Students can explore more deeply their own behavior and the influence of their heredity and environment.

F. Aesthetic and artistic values.	Students may develop appreciation for the beauty and architecture of the brain and nervous system, and the complexity of human behavior.

G. Understanding of the ethical and social requirements of responsible citizenship.	Prejudice and bias towards others, especially the mentally ill and mentally disabled can be lessened with understanding of neurological influences upon human behavior and function.

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes. 2. Use the human sensory system to understand the biology of sleep and the role of the visual system, and the functions of sustaining life. 3. Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and,

	pathological behavior. 4. Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders 5. Apply understanding of brain functioning to the conduct of one's own life. 6. Apply this learning to abilities including attention, learning, perception of others and decision making.
***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"?**	Understanding the function of the brain and the influence of environment on brain functions can lead to better comprehension of human differences. Behavioral neuroscience plays an integral role in psychological well-being and is a critical factor in preparing students for roles as parents, professionals, and citizens of the global community.

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"?**	As the world becomes more interconnected, we need to understand the complexity of neurological, environmental, cultural influences, and how stress and impacts human behavior. With consideration of neurobiology, brain function, and our adaptive evolution, students can appreciate the uniqueness and the variability in human behavior.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

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

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Tani McBeth	tmcbeth@pcc.edu
SAC Chair	Monica Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PSY 214	Course Title:	Introduction to personality
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PSY 214	Course Title:	Introduction to personality

Course Description:	Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended:PSY 201A or 202A. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Course Outcomes:	1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.

8. Address PCC's General Education Philosophy Statement:

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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.	Explores cross cultural psychology and the challenges/dangers of cultural comparison. This can include geographical patterns of personality as well as larger cultural comparison concepts such as individualist vs. collectivist.

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B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	A variety of theories are explored including their historical and cultural context. This often includes the current relevance of psychoanalytic theory generally and Freud's work specifically. Gender is a topic related to evolutionary psychology and behavioral genetics. Cross cultural psychology is explored as well.
C. Understanding of themselves and their natural and technological environments.	The ultimate goal of this course is application of personality theory and research to themselves and others students interact with in the workplace, society, and personal/family relationships. This includes observation of behavior natural to particular environments or society settings as well as the use of technology for lab-based observation of behavior. Technology can also be relevant to various approaches to personality assessment including computer-based and mobile applications.
D. Ability to reason qualitatively and quantitatively.	Explore and understand scientific research and its application to personality development. Models such as the Realistic Accuracy Model (RAM) are used to explore the process of observing, evaluating, and predicting personality. Theories and research are compared and contrasted based upon the questions with which they approach the study of personality.
E. Ability to conceptually organize experience and discern its meaning.	Discussions and application journals are used to explore various perspectives and experiences to apply personality theory and research. The ultimate goal is to make sense of themselves and others both personally and professionally.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Students often report viewing their behavior and the behavior of others in a different light based upon their increased awareness and insights from the course. They are able to see more perspectives and the experiences of others which allows for a different understanding and changed current and future behavior.

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.
***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"?**	▪ Theoretical and research approaches are compared and contrasted to make sense of human behavior. Each approach addresses certain questions and not others leading to inherent pros and cons. ▪ Basic research methods and research designs are explored to understand how the theoretical approaches come to their conclusions. These relate to pros and cons of the approaches such as Freud's use of case study in the psychoanalytic approach. ▪ Students are asked to generate examples of various concepts from everyday life. They bring their experiences and examples to the verbal discussion and written assignments to apply the concepts from the course.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	▪ This occurs through the discussions and application journals/homework allowing students to reflect upon their perspectives and experiences and apply the material to their everyday lives-personally and professionally. ▪ There is a richness of application across the varied student perspectives and experience. Students often express comments such as the following: "I didn't know there was a term for that!" or "Now I know what was going on!" or "I'll be more careful to consider _____ when interacting with others in the future." ▪ Additionally, students are often excited to share what they're learning in the course with family, friends, coworkers, intimate partners, etc. which allows them to further apply what they're learning to understanding differently themselves and others differently in their daily interactions in society.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science 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.

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Monica H. Schneider	Monica.schneider@pcc.edu
SAC Chair	Monica H. Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 215	Course Title:	Human Development
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PSY 215	Course Title:	Human Development

Course Description:	Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended:PSY 201A or 202A. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.

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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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 about what variables enhance and detract from optimal development such as genealogical and environmental contributions.
b. The course attempts an examination or analysis of the influence of biosocial, cognitive, and psychosocial expectations and complications on human development
c. The course explores questions related to values, ethics and belief within the human experience through differences in parenting style, culture, and the effects of poverty on human development.
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.	Cross Cultural investigation and research on child rearing practices. Understand cultural influences as they influence human development in work and social relations.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Applies evolutionary psychology and gender theory to explain gender role changes throughout the life span. Examines cultural influences that impinge on development. Examine gender differences and bias that may exist in different age stages and due to cultural differences.

C. Understanding of themselves and their natural and technological environments.	Skillfully perform research using electronic sources. Communicate effectively in oral and written reports.

D. Ability to reason qualitatively and quantitatively.	Investigate scientific research and ways to apply data and scholarship to professional roles. Use critical thinking in making assessments and evaluation of human development.

E. Ability to conceptually organize experience and discern its meaning.	Students engage in self-assessments and help them articulate reflections on their personality and ways they cope with stress. These assessments contribute to empathy for their own stage of development and the stages of others.

F. Aesthetic and artistic values.	Appreciate the uniqueness of personal differences in lifespan development

G. Understanding of the ethical and social requirements of responsible citizenship.	Perform ethically and professionally providing information to others on the impact of biological, cognitive, and psychosocial influences on human development

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)	1. Utilize knowledge of variables that influence development throughout the

from the course's CCOG that clearly reflect the above outcomes and criteria.*	life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community. 2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. 3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives. 4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. 5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	1. Students conduct research on topics related to cognitive, psychosocial, and biosocial aspects to human development. The students report their critical thinking analysis of the research. The analytical problem solving is then applied to understanding human development as it is influenced by biological, cognitive and psychosocial variables. The application of research is shown how it applies to advising clients, parents, teachers, and medical professionals.

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"?**	1. Students are exposed to self-evaluation as they study the various stages of development. 2. Case studies are used to investigate variables that influence development. 3. Cross cultural differences in how context affects development is promoted with research and class experiences.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Cynthia Golledge	cgolledg@pcc.edu
SAC Chair	Monica Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 216	Course Title:	Social Psychology
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 216	Course Title:	Social Psychology

Course Description:	Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human thinking and behaviors. 2. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior. 3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences. 4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups

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 learn in depth about individualistic and collectivistic cultures, and how these dimensions affect an individual's self-concept, self-esteem, social and personal priorities, and affects how the behavior of self and others is

	perceived and interpreted.

B. Appreciation of 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.	The course focuses upon the influence of the situation, or environment, upon attitudes and behavior. Much more so than the average person realizes, about 80% of human behavior can be predicted by factors in the surrounding situation. Both pro-social (altruism, honesty, helping, etc) and anti-social (aggression, prejudice, bystander non-intervention, etc) is hugely influenced by the immediate surroundings and the immediate culture. Students learn not to quickly assume that instances of non-helping (bystander passivity) or scandals such as Abu Ghraib are just the outcomes of individuals who possess disagreeable characters, but are behaviors that the vast majority of people are capable of.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Throughout the class, students learn about the myriad of biases that influence human perception and cognition. Some of these biases arise from cultural impacts, others tend to be innate. These biases allow individuals to maintain inaccurate beliefs or hold anti-social attitudes and values, and learning about them allows students to see what biases affect their own perceptions about themselves, beliefs about others around them, and their beliefs about “how the world works”.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	This course directly addresses pro-social and anti-social behavior, and provides opportunities for students to apply what they know to problems such as social violence, prejudice, and the justification of immoral acts.

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society.

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human thinking and behaviors. 2. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior. 3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences. 4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups
***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"?**	Social Psychology is entirely about applying analytical skills to social phenomena in order to understand human behavior. Helping behavior, behavior that hurts, persuasion, attraction, self-justification of immoral or unethical deeds, the construction of self-concept, and the influence of others upon all these behaviors are addressed in the class.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	By learning about the social and cultural influences on self-concept, perception, cognition, and judgment, the student can better appreciate and understand the explanations for the behavior of others and for his/her own behavior. By examining the processes underlying biases and justification, the student learns how to catch these biases and self-justifications, which can lead to a greater understanding of other people's behavior (especially when it is troubling or disturbing), and an enhanced ability to make choices that facilitate better outcomes with regard to financial, physical, and psychological health.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Monica H. Schneider	Monica.schneider@pcc.edu
SAC Chair	Monica H. Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PSY 222	Course Title:	Intimate and Family Relations
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 222	Course Title:	Family and Intimate Relationships

Course Description:	Explores processes involved in both traditional and non-traditional relationships and families: including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage, and blended families. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships. 2. Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships. 3. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare and contrast contemporary and historical norms in American families with those of other cultures in terms of family practices and values; recognize the impact of industrialization on the family; compare and contrast research findings regarding basic values and among American families with diverse ethnic backgrounds.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Analyze current and/or recent relationships in terms of theories of love; identify changes in relationship patterns as a relationship progresses. Analyze a relationship in terms of homogamy and/or social exchange theory; discuss research findings regarding effects of cohabitation on subsequent marriage; identify important issues in breaking up.
C. Understanding of themselves and their natural and technological environments.	Locate and critically evaluate research/information about family and intimate relationships via electronic means, including peer-reviewed databases and the world-wide web.
D. Ability to reason qualitatively and quantitatively.	Perform an analysis of one's own intimate relationship(s) in light of Gottman's principles of successful marriages. Understand the influences on and influences of romantic love in one's personal relationship decisions
E. Ability to conceptually organize experience and discern its meaning.	Identify common strengths in healthy long-term relationships and apply them to a personal relationship or case study. Interview a couple who has been in a committed relationship for more than 10 years, and analyze various aspects of the couple's relationship in terms of similarity to or deviation from research findings and issues included in the course material. Recognize impact of communication skills on relationship satisfaction; identify gender-based communication styles in current or recent relationship; utilize "I" messages in giving feedback; demonstrate working knowledge of a variety of effective listening and conflict resolution styles. Demonstrate working knowledge of issues regarding division of labor in relationships, impact of role strain on relationships, various strategies for balancing work and family, and research findings regarding the effects of day care on children.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Discuss correlates to family violence, reasons that people remain in abusive relationships, sources of support for survivors and perpetrators of domestic violence, and effects of domestic violence on children.

Social Sciences

Outcomes:

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

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

Criteria:

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

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other

methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships. 2. Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships. 3. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.
***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 are encouraged to explore their own biases, in particular to identify where their ideas about human behavior come from and where they accurately address the individuals and groups they are observing. Students are instructed in the scientific method of inquiry and exposed to the strategic methods used for critical thinking

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	By exploring and confronting personal bias, the students are able to adjust their personal perspective and become more informed about and tolerant of other cultures and intimate and family practices of other individuals.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

Note:
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General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Wayne Hooke	whooke@pcc.edu
SAC Chair	Monica Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 231	Course Title:	Human Sexuality
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 232	Course Title:	Human Sexuality

Course Description:	Explores sexual issues from scientific and humanistic perspectives. Surveys historical, cultural and cross-cultural variation in sexuality, sex research, female and male sexual and reproductive anatomy and physiology, gender issues, sexual response, sexual communication, sexual behavior patterns, love, and sexual orientations. This is the first course in a two-course sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Improve sexual health and functioning through the critical evaluation of scientific and popular information. 2. Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors. 3. Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors. 4. Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being. 5. Establish, maintain, and enhance intimate relationships through the utilization of research-based principles.

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.	Students learn about the background of mainstream American values and beliefs regarding sexuality, particularly the impact of Judeo-Christian beliefs. These beliefs are contrasted against other cultures and religious beliefs. Students learn how gender identity, gender roles, and sexual orientations are conceptualized and viewed by the mainstream American culture and by other national cultures. Additionally, American attitudes towards sexual behaviors (for example: kissing, oral sex, intercourse, etc) are contrasted against the attitudes of other national 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 learn about the history of sexual attitudes and beliefs in the United States, with contrasts against historical attitudes and beliefs in other nations and religions (for example, Islam used to be more tolerant of sexual expression than Christianity, but now, in general, Christianity is more tolerant of sexual expression than current Islam.) Included is a discussion of the history of sexual research, and how sexual research has gone from a largely anecdotal pursuit to one of empiricism and the use of advanced medical technology. Students also learn the history of the struggle for equality for women and non-heterosexual individuals, as well as changing roles (and the challenges these changes present) for men and women. These are all discussed within the context of examining the students' personal beliefs about sexuality.
C. Understanding of themselves and their natural and technological environments.	Students gain a greater understanding of their own anatomy and physiology with respect to reproduction and sexual pleasure. Medical technologies which address sexual function and dysfunction are also addressed. Students also learn how to critically evaluate research regarding human sexual behavior.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Students learn about the wide range of sexual expression, decision making, and development from their own and other perspectives. Students contextualize the relational, situational, and developmental meanings of their own and others' sexuality
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Students must understand the impact of gender, diversity, consent, intimacy, pleasure, reproduction, sexual expression, coercion, and values conflicts around human sexuality. Topics such as the moral obligation to disclose information (such as STI or HIV status) are discussed as well as the necessity of informed consent of all sexual partners.

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

• Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Improve sexual health and functioning through the critical evaluation of scientific and popular information. 2. Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors. 3. Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors. 4. Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being. 5. Establish, maintain, and enhance intimate relationships through the utilization of research-based principles. .
***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 explore and analyze the diversity of sexual interest and expression from cultural, religious, scientific, developmental, psychological, and interpersonal perspectives so as to better understand the variation of human sexual behavior within and across societies. Contemporary issues such as "sexual reorientation therapy", gay marriage, the biology of sexual identity and orientation, and changing relationship styles are highlighted.

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"?**	Information and activities in the course enable the student to gain insight into and be able to discuss their own and others' sexual meanings, sexual preferences and practices, in order to increase acceptance of themselves and the diversity of others.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

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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:

	Name	E-mail Address
Person Submitting This Request	Wayne Hooke	whooke@pcc.edu
SAC Chair	Monica Schneider	monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 232	Course Title:	Human Sexuality
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 232	Course Title:	Human Sexuality

Course Description:	Explores sexual issues from scientific and humanistic perspectives. Surveys sexuality through the life cycle, sexual problems, sexual satisfaction, contraception, conception, sexuality and disability, sex and chronic illness, sexually transmitted infections, sexual victimization, atypical sexual behavior, and the commercialization of sex. This is the second course in a two-course sequence.

Course Outcomes:	1. Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development. 2. Effectively manage sexual problems and develop broader understanding of those with chronic illnesses and disabilities that impact sexual functioning. 3. Make informed decisions about contraception, abortion, pregnancy and the birthing process through knowledge of human reproduction, psychosocial and cultural factors. 4. Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections. 5. Enhance satisfaction with sexual relationships through informed decisions utilizing knowledge of problematic (coercive, paraphilic) and functional (consensual, atypical) sexual behaviors.

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.	Course explores values concerning sexual development; typical and atypical sexuality; sexual health; contraception, reproduction, and disease prevention; commercialization of sex; coercive sexuality from a cultural and

	cross-cultural 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.	The topics of sexual development; typical and atypical sexuality; sexual health; contraception, reproduction, and disease prevention; commercialization of sex; and coercive sexuality are placed in a historical, gendered, and multi-cultural context.

C. Understanding of themselves and their natural and technological environments.	Students use the knowledge of sexual development; typical and atypical sexuality; sexual health; contraception, reproduction, and disease prevention; commercialization of sex; and coercive sexuality to increase their understanding and acceptance of themselves and others. Students are introduced to reproductive technologies, prophylactic techniques and technologies, and the medical treatment of sti's.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Students learn about the wide range of sexual expression, decision making, and development from their own and other perspectives. Students contextualize the relational, situational, and developmental meanings of their own and others' sexuality.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students must understand the impact of gender, diversity, consent, intimacy, pleasure, reproduction, sexual expression, coercion, and values conflicts around human sexuality.

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)	1. Enhance relationships with family and sexual partners through knowledge

from the course's CCOG that clearly reflect the above outcomes and criteria.*	of biological, psychological and cultural milestones in human sexual development. 2. Effectively manage sexual problems including chronic illnesses and disabilities that impact sexual functioning. 3. Make informed decisions about contraception, abortion, pregnancy and the birthing process through knowledge of human reproduction. 4. Implement safer sex practices through recognition, treatment and effective communication with partner regarding sexually transmitted infections. 5. Enhance satisfaction with sexual relationships through informed decisions utilizing knowledge of problematic (coercive, paraphilic) and non-problematic (consensual, atypical) sexual behaviors.
***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 explore and analyze the diversity of sexual interest and expression from cultural, religious, scientific, developmental, psychological, and interpersonal perspectives so as to better understand variation in human sexual behavior within and across societies. Contemporary problems, such as human trafficking, internet pornography, and current trends in sexually transmitted infections are highlighted.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	Students gain insight into and be able to discuss their own and others’ sexual meanings, preferences, and practices in order to increase acceptance of themselves and the diversity of others.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Janice L. Rank	jrank@pcc.edu
SAC Chair	Monica H. Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PSY 236	Course Title:	Psychology of Adult Development and Aging
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PSY 236	Course Title:	Psychology of Adult Development and Aging

Course Description:	Provides an overview of the biological, cognitive, and psychosocial aspects of adulthood and aging including theories of aging and specific research in the field of gerontology. Focuses on genetic and environmental factors that influence health as we age. Includes the challenges specific to gender, ability level, and culture. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Use knowledge of biological, cognitive, and psychosocial processes in order to assist self and others to understand various aging trajectories. 2. Assess the psychosocial needs of specific adult populations and plan how those needs could be met within specific living situations and for aging adults with varying physical and cognitive functioning levels. 3. Critically evaluate research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing (and aging) world. 4. Apply concepts from developmental psychology to optimize successful aging in self and others.

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.	A significant portion of this course is comparing aging practices and attitudes across cultures--in other countries and subcultures within the U.S.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Aging is both an historical and cultural phenomenon as well as physical reality. The rapidly increasing numbers of "aged" (and definitions of what that means) make this current historical event critical in economic, political, and sociological policies. The bottom line of all of this is the psychological impact on individuals and communities. The impact of aging and longer lifespans cannot be understood without considering the perspective of gender and other cultures.

C. Understanding of themselves and their natural and technological environments.	Aging adults and the people who work with them need to understand what the aging processes mean to their lifestyles and planning for the future. We all need to know what normal aging is and what is atypical and may need intervention. We age in both natural and technological environments. Increasingly, technology is helping us to age better and live longer.

D. Ability to reason qualitatively and quantitatively.	Rigorous research in the science of aging, thinking and problem solving convey the lessons learned in a way that can be considered critically and logically by practitioners and laymen alike.

E. Ability to conceptually organize experience and discern its meaning.	Cognitive development in adulthood is multidirectional—we increase in types of reasoning and knowledge and decrease in others. It is also contextual and domain specific. It helps us to understand the wide variety of "normal" experience and how we process that experience cognitively and emotionally.

F. Aesthetic and artistic values.	Aesthetic values are sometimes considered age-related. As we age and become less overcome by the daily necessities of life, we become more open to aesthetics. Creativity is also correlated with life stages and experience. Contrary to some beliefs most adults tend to become more open-minded and more willing to try new things as they age. Those energies are often directed toward the arts and aesthetic appreciation.

G. Understanding of the ethical and social requirements of responsible citizenship.	The main ethical concern addressed in this course is “ageism,” discrimination against others because of their age. This course directly addresses issues of ageism with the goal of developing accurate, non-ageist attitudes toward adults of any age and actions to deal appropriately with the various needs of individuals in different cohorts. Ethical considerations are also key to understanding the veracity of research. Cognitive psychology includes the development of belief systems and the application of moral decision-making and values. Erik Erikson's seventh (of eight) stages of lifespan development is called Generativity vs. Stagnation. In about middle adulthood our attitudes shift from achievement goals to giving back to society. Many individuals choose to mentor or volunteer or give back to society in other ways. Responsible citizenship is addressed for other age groups as well.

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Use knowledge of biological, cognitive, and psychosocial processes in order to assist self and others to understand various aging trajectories. 2. Assess the psychosocial needs of specific adult populations and plan how those needs could be met within specific living situations and for aging adults with varying physical and cognitive functioning levels. 3. Critically evaluate research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing (and aging) world. 4. Apply concepts from developmental psychology to optimize successful aging in self and others.
***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”?**	Assess the psychosocial needs of specific adult populations and plan how those needs could be met within specific living situations and for aging adults with varying physical and cognitive functioning levels. Apply knowledge of biological, cognitive, and psychosocial processes across the older adult and late life course, considering both normal aging and developmental anomalies.

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”?**	Apply developmental psychological concepts to one’s own optimally successful aging experience. Conduct research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing (and aging) world. (culture)
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Tony Obradovich	tobradov@pcc.edu
SAC Chair	Monica Schneider	Monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 239	Course Title:	Introduction to Abnormal Psychology
Course Credits:	Four	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 239	Course Title:	Introduction to Abnormal Psychology

Course Description:	Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders. WR 115, RD 115 and MTH 20 or equivalent placement test scores, and PSY 201 or 201A or 202 or 202A.

Course Outcomes:	1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior. 2. Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and DSM categories. 3. Become a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.

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 compare the dominant American paradigm regarding mental illness and treatment with the contrasting approaches of other nations and cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	Students review numerous historical conceptualizations of abnormal behavior and treatments, and discuss the multicultural perspectives regarding views of mental health and illness. Students examine differential diagnostic rates of mental disorders by gender, race, and ethnicity, and explore the causes of these differential rates.

and by various cultures.	

C. Understanding of themselves and their natural and technological environments.	Students reflect on their personal biases regarding mental illness and the mentally ill, and evaluate the impact of natural catastrophes and technological stressors on the formation of anxiety and mood disorders.

D. Ability to reason qualitatively and quantitatively.	Students review and critique current diagnostic criteria for mental illnesses, learn rates of occurrence and causal etiology, and evaluate research on the effectiveness of various treatment modalities.

E. Ability to conceptually organize experience and discern its meaning.	Students confront the multiple-causal nature of mental illness, are taught a biopsychosocial model of treatment, and evaluate individual cases from multiple theoretical viewpoints.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students explore the political and economic forces that drive treatment of mental illness in the United States as compared to other industrialized and non-industrialized nations. Models of national health care delivery and insurance reimbursement issues are reviewed and analyzed. State and county efforts to treat the mentally ill are discussed, and an appreciation of multiple constraints on the mental health care system is encouraged.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior. 2. Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and DSM categories. 3. Become a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis

	and treatment of psychological disorders.
***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 evaluate mental illness and treatment from individual, group, and institutional perspectives. Students review and explore the multiple factors that cause, trigger, and exacerbate mental illness, and confront the impacts of mental illness on larger family, social, and political systems. Students also evaluate the quality of data regarding treatment gathered by anectodal versus empirical research methods.

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 course prepares students to more effectively become consumers of mental health care services, to become more sensitive and responsive when dealing with family and friends who struggle with mental illness, to make more informed political and economic choices regarding mental health care policies and insurance, and to reflect more deeply on the nature of health, illness, and the power dynamics of diagnostic labeling.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Lauren Kuhn	lkuhn@pcc.edu
SAC Chair	Monica Schneider	monica.schneider@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Psy 240	Course Title:	Personal Awareness and Growth
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Psy 240	Course Title:	Personal Awareness and Growth

Course Description:	Explores multidimensional perspectives on personal growth and awareness. Includes how childhood and adolescent development and experience affect thinking, feelings and behavior; differentiation; self-discipline and resilience; applying the principles derived from psychological research to everyday living; stress management; creative expression; body image and awareness; education and job/career pursuits; loneliness and solitude; death and loss. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Apply knowledge regarding various dimensions of personal growth (physical, intrapersonal, interpersonal, occupational/educational, communal and spiritual) to more conscious, constructive living and decision-making on a day-to-day basis. 2. Live more constructively through the conscious awareness of past history, current thought patterns, emotional reactions and behaviors. 3. Apply current research on positive psychology, effective communication, stress management, resilience and self-discipline to everyday living and relationships. 4. Apply research in neuroscience to cultivate skills that are transformational at the physical level of the brain. 5. Use an understanding of how the concept of personal growth varies cross-culturally to constructively address issues that arise from these differences in personal and professional relationships. 6. Assess, examine and reflect on one's own personal growth in various dimensions and throughout different life stages of development.

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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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 multi-dimensional perspectives on personal growth, including how the concept of personal growth varies cross-culturally, specifically in individualist vs. collectivist 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.	Student examine “maleness and femaleness” and “masculinity-femininity” from biological, evolutionary and psychosocial perspectives, reflecting on and integrating both theoretical and personal perspectives.

C. Understanding of themselves and their natural and technological environments.	Students integrate and apply current research findings from the sub-fields of positive psychology, neuroscience, health psychology, human development and human relations to improve everyday living and decision-making.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Students explore developmental core dilemmas from both theoretical and personal perspectives, learning to apply current research findings to achieve higher self-efficacy, personally and professionally.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students examine integrity, authenticity, discipline and accepting responsibility within the contexts of intrapersonal, interpersonal, physical, occupational and communal growth.

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	1. Apply knowledge regarding various dimensions of personal growth (physical, intrapersonal, interpersonal, occupational/educational, communal and spiritual) to more conscious, constructive living and

outcomes and criteria.*	decision-making on a day-to-day basis. 2. Live more constructively through the conscious awareness of past history, current thought patterns, emotional reactions and behaviors. 3. Apply current research on positive psychology, effective communication, stress management, resilience and self-discipline to everyday living and relationships. 4. Apply research in neuroscience to cultivate skills that are transformational at the physical level of the brain. 5. Use an understanding of how the concept of personal growth varies cross-culturally to constructively address issues that arise from these differences in personal and professional relationships. 6. Assess, examine and reflect on one's own personal growth in various dimensions and throughout different life stages of development.
***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 explore and analyze personal growth within multiple dimensions - cultural, intrapersonal, interpersonal, occupational/educational, physical, communal and spiritual – in order to better understand and accept themselves and others. Contemporary research in the sub-fields of positive psychology, neuroscience, health psychology and human development is applied to facilitate more effective cognitive and behavioral choices in everyday living.

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"?**	A variety of didactic and experiential activities, assignments, lectures and assessments, which require both written and oral expression, enable students to integrate and articulate the process of their own developmental growth and its challenges, as well as to better understand, empathize with and appreciate the experiences of others.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

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	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 152	Proposed prefix and number	
Current course title	Group Counseling and Addiction	Proposed title (60 characters max)	
# Credits	3	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
Upon completion of this course, the student will be able to: 1) Understand the stages of group development. 2) Demonstrate group centered, interpersonal and leader centered interventions. 3) Function as a co-facilitator in a group. 4) Identify and articulate therapeutic factors in an addiction specific group.	As a result of this course the student will be able to: 1. Differentiate process from content issues and apply both in group counseling with the addicted population. 2. Employ effective trauma informed group interventions in addiction counseling. 3. Function as a group facilitator by implementing group interventions. 4. Maintain confidentiality, healthy boundaries and ethical practice in group leadership.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent 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
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

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	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 184	Proposed prefix and number	
Current course title	Men and Addiction	Proposed title (60 characters max)	
# Credits	3	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
This course is primarily a consciousness raising opportunity created to facilitate the student being able to become aware and able to articulate issues specific to the male experience. The student will also develop an ability to describe how these issues impact drug use, addiction and recovery for men.	At the conclusion of this course students will be able to: 1. Describe and apply program elements of gender specific addiction treatment for boys and men. 2. Identify and demonstrate gender specific addiction treatment interventions and processes. 3. Incorporate Trauma and Wellness Informed Services specific to the male population. 4. Identify, address and monitor issues of counter-transference that are stimulated when working with the male population.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent 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
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College 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	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 250	Proposed prefix and number	
Current course title	Advanced Counseling	Proposed title (60 characters max)	
# Credits	3	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
Upon completion of this course, the student will be able to: 1. Conduct ongoing self-assessment of functioning in key areas of relationship skills. 2. Articulate and apply key elements of Evidence-Based/Best-Practice models in the areas of relationship, cognitive behavioral therapy, and stages of change. 3. Apply a wide range of clearly defined therapeutic skills, techniques, and interventions based on Evidence-Based/Best-Practice for clients in various phases of recovery from personal addiction(s). 4. Create and update written inventory of personal cognitive belief system and relationship of these beliefs to functioning as professional counselor. 5. Understand and articulate the impact of vicarious traumatization on the addictions. counselor and create an ongoing personal plan to assess and develop support necessary to maintain high levels of personal/professional functioning in the field.	Upon completion of this course, the student will be able to: 1. Conduct ongoing self-assessment of functioning in key areas of counselor relationship skills with addiction clients and utilize assessment to implement effective treatment interventions. 2. Articulate and apply key elements of Evidence-Based/Best Practice (EVP/BP) models in the areas of counselor/client relationship, cognitive behavioral therapy, and stages of change with addiction clients. 3. Apply a wide range of clearly defined therapeutic skills (including trauma and wellness informed services), techniques, and interventions based on EVP/BP for addiction clients in various phases of recovery. 4. Monitor and mitigate the role of vicarious traumatization on the addictions counselor to maintain high levels of personal/professional functioning in the field.

Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

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

Portland Community College

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	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 251	Proposed prefix and number	
Current course title	Advanced Counseling Skills Mastery	Proposed title (60 characters max)	
# Credits	1	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. Demonstrate a minimally facilitative skill level on empathy, genuineness, concreteness, and respect scales, as measured by the Robert Carkhoff Scales. 2. Demonstrate intermediate and advanced counseling skills required for initial employment as an addictions counselor.	1. Maintain at least a minimal level of therapeutic functioning and empathy when working with addiction clients. 2. Utilize a variety of confrontation techniques effectively during a counseling interview (responding to conflicts, feedback, use of questions, and immediacy) when working with addiction clients. **3.** Employ motivational interviewing counseling skills to initiate client change process when working with addiction clients.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent 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
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

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	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 255	Proposed prefix and number	
Current course title	Multiple Diagnosis	Proposed title (60 characters max)	
# Credits	3	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
2. Develop ethical guidelines regarding limits of competency and when to refer clients. 3. Conduct a referral interview with a client and determine the most appropriate documentation and follow-up strategy. 4. Screen dual diagnosis clients using DSMIVtr and, through clinical supervision, consultation, and/or referral and co-case management, provide effective services. 5. Understand and utilize the expertise of mental health professionals on staff and at other agencies. 6. Understand integrated treatment. 7. Complete Addiction Counselor Certification Board of Oregon (ACCBO) prerequisite requirement for HIV risk assessment/risk reduction training.	Upon completion of this course, the student will be able to: 1. Conduct a communicable disease and co-existing mental disorders assessment with clients from the addicted population. 2. Articulate ethical guidelines that focus on limits of competency and appropriateness of making referrals. 3. Interact with mental health professionals as part of an integrated approach to treatment and contribute to the development of an appropriate and effective treatment plan for addicted clients who may have multiple disorders/issues. 4. Complete information based training that prepares them to meet the ACCBO requirement for HIV risk assessment/risk reduction training.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.
Current prerequisites, corequisites and concurrent 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
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

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
☐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	ESOL	Submitter name Phone Email	Dominique Millard x7037 dmillard@pcc.edu
Current prefix and number	ESOL 250	Proposed prefix and number	
Current course title	Level 7 Academic Reading	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Level 7 Academic Reading Content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Readings from textbooks, short stories and/or a short novel, newspapers, and popular magazines. Includes finding themes and main ideas, summarizing, paraphrasing, inferencing, using context clues, review of prereading techniques. Study of word forms, common affixes and stems, figurative language Prerequisite:	Develops advanced English reading skills. Focuses on reading materials such as textbooks, novels, short stories and articles. Includes finding themes and main ideas, summarizing, paraphrasing, making inferences, using context clues, and reviewing prereading techniques. Continues the study of word forms, common affixes and stems, and figurative language. Incorporates content comprehension, textual analysis, critical thinking, study skills and language analysis. This is the fourth course of a five-course sequence. Prerequisite: ESOL placement (test) OR successful completion of ESOL 160 within the past 12 months AND concurrent enrollment in ESOL 162 and ESOL 164 or higher.

ESOL placement test OR successful completion of ESOL 160; AND concurrent placement in ESOL 162 and ESOL 164 or higher.	
Reason for change	Updating for Gen Ed status.

LEARNING OUTCOMES: Describe what 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
Read unmodified, authentic materials reflecting an adult sensibility. Demonstrate understanding by writing clear, well-developed summaries, analyses, responses and presentations, and by speaking comprehensibly about the material.	Students who successfully complete this course will be able to: 1. Use qualitative and quantitative reasoning to analyze and synthesize authentic materials from various disciplines reflecting an adult sensibility. 2. Articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. 3. Begin to apply understanding of the conventions and techniques of more complex reading material to respond critically to a variety of English fiction and non-fiction in future courses and real-life contexts. 4. Think critically about the attitudes and cultural perspectives inherent in fiction and nonfiction and how these relate to their own cultures and beliefs.
Reason for change	Updating for Gen Ed status.

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

If the SAC wants 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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐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	ESOL	Submitter name Phone Email	Dominique Millard 7037 dmillard@pcc.edu
Current prefix and number	ESOL 252	Proposed prefix and number	
Current course title	Level 7 Academic Writing	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Level 7 Academic Writing Review of the writing process. Covers descriptive and expository essays (e.g. descriptive narration or descriptive process, comparison/contrast, cause/effect, discussion). Review and instruction in English grammar, punctuation, and sentence structure. Prerequisites: ESOL placement test OR successful completion of ESOL 162; AND concurrent placement in ESOL 160 and ESOL 164 or higher.	Develops advanced writing skills. Reviews the writing process with descriptive and expository essays and improves skills with grammar and mechanics. Explores concepts including but not limited to the cultural expectations related to a U.S. academic environment and the use of outside readings to support one's ideas and opinions in writing. This is the fourth course of a five-course sequence. Prerequisite: ESOL placement test OR successful completion of ESOL 162 within the past 12 months AND concurrent enrollment in ESOL 160 and ESOL 164 or higher.

Reason for change	Updating for Gen Ed status

LEARNING OUTCOMES: Describe what 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
Write a clear, well developed short essay with an appropriate introduction and conclusion and a clear thesis statement.	Students who successfully complete this course will be able to: 1. Use writing to reflect and clarify thinking. 2. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S. 3. Apply critical thinking to writing with an understanding of one’s own cultural filter, using concepts learned in a multi-cultural environment; apply cultural understanding learned in class to examine and appreciate the writing of others. 4. Use the accepted patterns of organization and clarity common to professional and academic writing in the U.S. 5. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.
Reason for change	Updating for Gen Ed status

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐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	ESOL	Submitter name Phone Email	Dominique Millard 7037 dmillard@pcc.edu
Current prefix and number	ESOL 254	Proposed prefix and number	
Current course title	Level 7 Academic Communication	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Level 7 Academic Communication Students develop strategies to improve spoken intelligibility, critical thinking, and listening and note taking skills in public speaking with written outlines on informative academic topics. Students review English consonants and vowels, intonation, phrasing, and stress patterns. Prerequisite: ESOL placement test OR successful completion of ESOL 164; AND concurrent placement in ESOL 160 and ESOL 162 or	Develops advanced English communication skills. Focuses on listening and note taking, pronunciation, discussion, academic presentation skills, and public speaking. This is the fourth course in a five-course sequence. Prereq: ESOL Placement test within past 12 months OR successful completion of ESOL 164; AND concurrent placement in ESOL 250 and ESOL 252 or higher.

higher.	
Reason for change	Updating for Gen Ed status

LEARNING OUTCOMES: Describe what 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
• Comprehend and communicate clearly and appropriately in a variety of academic settings and demonstrate command of most American English sound, rhythm, and intonation patterns. • Student can be understood most of the time.	Students who successfully complete this course will be able to: 1. Comprehend academic lectures on topics including culture, environment, social issues, and technology. 2. Synthesize information from readings and multi-media sources as well as life experiences in order to discuss and present. 3. Discuss social and ethical issues, both global and local, sharing opinions in a multi-cultural setting. 4. Present intelligibly and in an organized way on issues of cultural and social significance and respond to comments and questions. 5. Communicate intelligibly, using appropriate American English sound, rhythm, and intonation patterns. 6. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.
Reason for change	Updating for Gen Ed status

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐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	ESOL	Submitter name Phone Email	Dominique Millard x7037 dmillard@pcc.edu
Current prefix and number	ESOL 260	Proposed prefix and number	
Current course title	Level 8 Academic Reading	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Level 8 Academic Reading Content comprehension, textual analysis, critical thinking, study skills, and language analysis. Readings from textbooks, short stories and/or novel, newspapers, and popular magazines. Includes finding themes and main ideas, summarizing, paraphrasing, inferencing, evaluation of sources and analysis of arguments. Prerequisites: ESOL placement test OR successful completion of ESOL 250; AND	Develops upper-advanced English reading skills. Focuses on reading materials such as textbooks, novels, short stories and articles. Includes finding themes and main ideas, summarizing, paraphrasing, making inferences, evaluating sources and analyzing arguments. Includes content comprehension, textual analysis, critical thinking, study skills and language analysis. This is the fifth course of a five-course sequence. Prerequisite: ESOL Placement (test) OR successful completion of ESOL 250 within the past 12 months AND concurrent enrollment in ESOL 252 and ESOL 254 or higher.

concurrent enrollment in ESOL 252 and ESOL 254 or higher.	
Reason for change	Updating for Gen Ed status.

LEARNING OUTCOMES: Describe what 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
• Read unmodified, authentic basic college-level materials. • Demonstrate understanding by writing clear, well-developed summaries, analyses, responses and presentations, and by speaking comprehensibly about the material.	Students who successfully complete this course will be able to: 1. Use qualitative and quantitative reasoning to analyze and synthesize authentic materials from various disciplines reflecting an adult sensibility. 2. Articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. 3. Begin to apply understanding of the conventions and techniques of more complex reading material to respond critically to a variety of English fiction and non-fiction in future courses and real-life contexts. 4. Think critically about the attitudes and cultural perspectives inherent in fiction and nonfiction and how these relate to their own cultures and beliefs. 5. Recognize the aesthetic and artistic qualities of significant works of literature.
Reason for change	Updating for Gen Ed status.

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐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	ESOL	Submitter name Phone Email	Dominique Millard 7037 dmillard@pcc.edu
Current prefix and number	ESOL 262	Proposed prefix and number	
Current course title	Level 8 Academic Writing	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Level 8 Academic Writing Review of the writing process. Covers expository essays (e.g. classification, problem/solution, definition, argument). Introduction to principles of research. General review of English grammar, punctuation, and sentence structure. Prerequisite: ESOL placement test OR successful completion of ESOL 252; AND concurrent enrollment in ESOL 250 and ESOL 254 or higher.	Develops upper-advanced writing skills. Includes grammar and mechanics, and builds upon expository essay styles by introducing outside research. Explores concepts including but not limited to the cultural expectations related to a U.S. academic environment with an increased emphasis on basic research conventions. This is the fifth course of a five-course sequence. Prerequisite: ESOL placement test OR successful completion of ESOL 252 within the past 12 months AND concurrent enrollment in ESOL 260 and ESOL 254 or higher.

Reason for change	Updating for Gen Ed status

LEARNING OUTCOMES: Describe what 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
Write a clear, well-developed academic paper with an appropriate introduction and conclusion and a clear thesis statement using outside resources at a basic level.	Students who successfully complete this course will be able to: 1. Locate and evaluate potential sources of support for ideas expressed in writing using the Internet, the library, and research databases. 2. Understand the U.S. academic and professional views of plagiarism and use citation to avoid plagiarizing. 3. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S. 4. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment; apply cultural understanding learned in class to examine and appreciate the writing of others. 5. Use the accepted patterns of organization and clarity common to professional and academic writing. 6. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.
Reason for change	Updating for Gen Ed status

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

If the SAC wants 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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐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	ESOL	Submitter name Phone Email	Dominique Millard 7037 dmillard@pcc.edu
Current prefix and number	ESOL 264	Proposed prefix and number	
Current course title	Level 8 Academic Communication	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Level 8 Academic Communication Students develop strategies to improve spoken intelligibility, critical thinking, and listening and note taking skills in public speaking with written outlines on academic topics, including those requiring argument and persuasion. Students review English consonants and vowels, intonation, phrasing, and stress patterns. Prerequisite: ESOL placement test OR successful completion of ESOL 254; AND concurrent	Develops upper-advanced English communication skills. Focuses on listening and note taking, pronunciation, discussion, academic presentation skills, and public speaking. This is the fifth course of a five-course sequence. Prereq: ESOL Placement test within the past 12 months OR successful completion of ESOL 254; AND concurrent placement in ESOL 260 and ESOL 252 or higher.

placement in ESOL 250 and ESOL 252 or higher.	
Reason for change	Updating for Gen Ed status

LEARNING OUTCOMES: Describe what 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
Comprehend and communicate clearly and appropriately in a variety of academic settings, including those which require basic argument and persuasion, and demonstrate command of American English sound, rhythm, and intonation patterns.	Students who successfully complete this course will be able to: 1. Comprehend authentic academic lectures on topics including culture, environment, social issues, and technology. 2. Synthesize information from academic readings and multi-media sources as well as life experiences in order to discuss and present. 3. Discuss social and ethical issues, both global and local, sharing opinions in a multi-cultural setting. 4. Present fluently and in an organized way on issues of cultural and social significance using outside sources, and respond to comments and questions. 5. Communicate fluently, using appropriate American English sound, rhythm, and intonation patterns. 6. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.
Reason for change	Updating for Gen Ed status

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

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

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

Portland Community College

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:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Name	E-mail Address
	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 250	Course Title:	Level 7 Academic Reading
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:	ESOL 250	Course Title:	Level 7 Academic Reading

Course Description:	Develops advanced English reading skills. Focuses on reading materials such as textbooks, novels, short stories and articles. Includes finding themes and main ideas, summarizing, paraphrasing, making inferences, using context clues, and reviewing prereading techniques. Continues the study of word forms, common affixes and stems, and figurative language. Incorporates content comprehension, textual analysis, critical thinking, study skills and language analysis. This is the fourth course of a five-course sequence. Prerequisite: ESOL placement (test) OR successful completion of ESOL 160 within the past 12 months AND concurrent enrollment in ESOL 162 and ESOL 164 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Use qualitative and quantitative reasoning to analyze and synthesize authentic materials from various disciplines reflecting an adult sensibility. 2. Articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. 3. Begin to apply understanding of the conventions and techniques of more complex reading material to respond critically to a variety of English fiction and non-fiction in future courses and real-life contexts. 4. Think critically about the attitudes and cultural perspectives inherent in fiction and nonfiction and how these relate to their own cultures and beliefs.

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 about and analyze US culture and other cultures. They compare their native cultural experiences with the customs and practices of the US and other cultures. Students research and give presentations on cultural topics related to themes in their texts.

B. Appreciation of 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.	Students use critical thinking skills to analyze readings and articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. For example, they participate in small group and whole class discussions, synthesize the material, and present their understanding of cultural and historical themes. Students analyze charts, graphs, statistics and other quantitative data.

E. Ability to conceptually organize experience and discern its meaning.	Students synthesize information from classroom readings, discussions and lectures, as well as from life experiences in both formal and informal contexts. Students find themes and main ideas, create outlines, paraphrase and summarize. They make predictions and inferences and use context clues to discern meaning, organize concepts and draw conclusions.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students examine American values and cultural diversity through a variety of written materials which cover a wide range of multicultural American experiences. They learn to communicate in appropriate ways in an academic and multicultural environment, including how to differentiate fact from opinion, how to agree and disagree, and how to express opinions respectfully.

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.*	Students who successfully complete this course will be able to: 1. Use qualitative and quantitative reasoning to analyze and synthesize authentic materials from various disciplines reflecting an adult sensibility. 2. Articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. 3. Begin to apply understanding of the conventions and techniques of more complex reading material to respond critically to a variety of English fiction and non-fiction in future courses and real-life contexts. 4. Think critically about the attitudes and cultural perspectives inherent in fiction and nonfiction and how these relate to their own cultures and beliefs.

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 a variety of texts, evaluate and discuss their themes and ideas, compare and contrast the texts to one other, and reflect on how themes in the texts relate to their own lives. Students craft responses in which they synthesize themes from written materials and their own personal beliefs and experiences.

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 exposes students to social and ethical issues, both local and global, and through discussion and writing, empowers them to share their opinions and perspectives in the classroom and in the community.
*__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

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:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Name	E-mail Address
	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 252	Course Title:	Level 7 Academic Writing
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:	ESOL 252	Course Title:	Level 7 Academic Writing

Course Description:	Develops advanced writing skills. Reviews the writing process with descriptive and expository essays and improves skills with grammar and mechanics. Explores concepts including but not limited to the cultural expectations related to a U.S. academic environment and the use of outside readings to support one's ideas and opinions in writing. This is the fourth course of a five-course sequence. Prerequisite: ESOL placement test OR successful completion of ESOL 162 within the past 12 months AND concurrent enrollment in ESOL 160 and ESOL 164 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Use writing to reflect and clarify thinking. 2. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S. 3. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment; apply cultural understanding learned in class to examine and appreciate the writing of others. 4. Use the accepted patterns of organization and clarity common to professional and academic writing in the U.S. 5. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.

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.	In this course, students synthesize from, interact with, and analyze authentic readings provided in class about culture in order to compare and contrast culturally-based practices, values, and beliefs in their native cultures with the

	diverse cultures and subcultures of the United States in essay format. For example, students read articles by authors such as Amy Tan on themes such as language use among immigrant groups in the United States and then compare their own language usage with the ideas presented in the text. Additionally, students express and reflect upon their own interactions and practices with people from other cultures in narrative essays. Students examine cultural nuances in the way ideas are expressed and supported in a U.S. academic or professional setting and are instructed in the techniques commonly used in U.S. academic and professional circles to organize and present their written ideas in a multi-paragraph essay. The U.S. cultural views of plagiarism are addressed in the context of incorporating material from assigned readings into essays using quotation, paraphrasing, and summarizing.

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

C. Understanding of themselves and their natural and technological environments.	Students understand themselves and their technological environments by submitting correctly-formatted two-page typed papers. Students are introduced to the concept of identifying and citing reliable internet sources. Students are encouraged to explore technological resources for grammar practice, independently and in the computer lab.

D. Ability to reason qualitatively and quantitatively.	Students explore the relationships between ideas and opinions in formal compositions with clear organization and well-supported theses. They compare and contrast qualities and characteristics, connect causes and effects, and describe and discuss differing points of view on contemporary issues.

E. Ability to conceptually organize experience and discern its meaning.	Students are encouraged to use their own real life experiences as they relate to the various rhetorical models in both formal and informal contexts. Students are asked to consider their own cultural experiences in order to provide a framework for a better understanding of those experiences to their peers and an American audience in an academic setting.

F. 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.*	Students who successfully complete this course will be able to: 1. Integrate and compare and contrast students' own experiences with information encountered in readings provided in class. 2. Use writing to reflect and clarify students' own thinking. 3. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S. 4. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment. Apply cultural understanding learned in class to examine and appreciate the writing of others. 5. Use the accepted patterns of organization and clarity common to professional and academic writing in the U.S. 6. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to interpret and engage in the Arts & Letters by reflecting on and writing about contemporary issues. Students work collaboratively, share ideas and understand a variety of perspectives. Students gain understanding of U.S. culture and how it may differ from their own and other students' cultures and express their ideas through discussion and 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"?**	Students use a multi-step process to plan, revise, and edit written work: selecting a topic, conducting research, discussing ideas and opinions, planning and organizing their writing according to an appropriate rhetorical style, using tools including peer editing to revise and create final draft. Students apply a creative process to sociopolitical, technological, environmental, health, ethical, and/or gender issues and use them as a basis for discussion, critical analysis and writing. For example, students write a cause-effect essay on global warming.
*__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

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:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Name	E-mail Address
	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 254	Course Title:	Level 7 Academic Communication
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:	ESOL 254	Course Title:	Level 7 Academic Communication

Course Description:	Develops advanced English communication skills. Focuses on listening and note taking, pronunciation, discussion, academic presentation skills, and public speaking. This is the fourth course in a five-course sequence. Prereq: ESOL Placement test within past 12 months OR successful completion of ESOL 164; AND concurrent placement in ESOL 250 and ESOL 252 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Comprehend academic lectures on topics including culture, environment, social issues, and technology. 2. Synthesize information from readings and multi-media sources as well as life experiences in order to discuss and present. 3. Discuss social and ethical issues, both global and local, sharing opinions in a multi-cultural setting. 4. Present intelligibly and in an organized way on issues of cultural and social significance and respond to comments and questions. 5. Communicate intelligibly, using appropriate American English sound, rhythm, and intonation patterns. 6. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.

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.	In this class, students listen to lectures about US cultures and other cultures. They compare their personal cultural experiences with the customs and practices of the US. Students become aware of US cultural norms regarding appropriate communicative styles. Students research and give speeches on cultural topics such as gender roles and non-verbal communication. Students come from a variety of cultures and become aware of various cultural perspectives as they interact within a multicultural environment, preparing them to successfully function both in the US and globally.

B. Appreciation of 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.	Many lectures and presentations focus on social issues, environmental topics, and technology. Students are asked to discuss and reflect on how these issues impact them. For example, students research a topic such as recycling, cross-cultural psychology, or male-female communication, to acquire appropriate vocabulary. They will synthesize information from a variety of sources, and then organize and present their findings to an audience.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Students extract information from readings, discussions and lectures, as well as from life experiences in both formal and informal speaking contexts. Students utilize note-taking skills such as graphic organizers, T-charts, and the Cornell Method. They then organize information into coherent outlines which are used as the basis for oral presentations. Students are also expected to both ask and respond to questions regarding this material. Students are challenged to organize and present information under the time constraints of an impromptu speech.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students examine American values and cultural diversity through discussions and lectures. Students develop awareness of ethical behavior in a variety of contexts such as environmental responsibility, gender roles, and academic integrity. Students also learn to understand and tolerate a wide range of cultural norms and points of view. Students learn to communicate in appropriate ways in an academic and multicultural environment, including how to agree and

	disagree, and express opinions respectfully.

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.*	Comprehend academic lectures on topics including culture, environment, social issues, and technology. Synthesize information from readings and multi-media sources as well as life experiences in order to discuss and present. Discuss social and ethical issues, both globally and locally, sharing opinions in a multi-cultural setting. Present intelligibly and in an organized way on issues of cultural and social significance; and respond to comments and questions. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.
***Note:** 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 listen to lectures, read, brainstorm ideas, narrow topics of interest, develop and write an outline, and finally present speeches on issues of cultural or social significance. They also respond to comments and questions from the audience. These skills empower them to communicate in a variety of ways in their communities, neighborhoods, work places and the broader world with people from many different 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”?**	The course exposes students to compelling social and ethical issues, both globally and locally, and through the development of communication skills, empowers them to share their opinions and perspectives in the classroom and the community. It encourages them to become global citizens who are informed participants in the world around them. For example, documentaries such as Supersize Me and Food Inc. are used to engage students in a variety of issues which affect 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.	

Portland Community College

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:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Name	E-mail Address
	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 254	Course Title:	Level 7 Academic Communication
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:	ESOL 254	Course Title:	Level 7 Academic Communication

Course Description:	Develops advanced English communication skills. Focuses on listening and note taking, pronunciation, discussion, academic presentation skills, and public speaking. This is the fourth course in a five-course sequence. Prereq: ESOL Placement test within past 12 months OR successful completion of ESOL 164; AND concurrent placement in ESOL 250 and ESOL 252 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Comprehend academic lectures on topics including culture, environment, social issues, and technology. 2. Synthesize information from readings and multi-media sources as well as life experiences in order to discuss and present. 3. Discuss social and ethical issues, both global and local, sharing opinions in a multi-cultural setting. 4. Present intelligibly and in an organized way on issues of cultural and social significance and respond to comments and questions. 5. Communicate intelligibly, using appropriate American English sound, rhythm, and intonation patterns. 6. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.

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.	In this class, students listen to lectures about US cultures and other cultures. They compare their personal cultural experiences with the customs and practices of the US. Students become aware of US cultural norms regarding appropriate communicative styles. Students research and give speeches on cultural topics such as gender roles and non-verbal communication. Students come from a variety of cultures and become aware of various cultural perspectives as they interact within a multicultural environment, preparing them to successfully function both in the US and globally.

B. Appreciation of 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.	Many lectures and presentations focus on social issues, environmental topics, and technology. Students are asked to discuss and reflect on how these issues impact them. For example, students research a topic such as recycling, cross-cultural psychology, or male-female communication, to acquire appropriate vocabulary. They will synthesize information from a variety of sources, and then organize and present their findings to an audience.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Students extract information from readings, discussions and lectures, as well as from life experiences in both formal and informal speaking contexts. Students utilize note-taking skills such as graphic organizers, T-charts, and the Cornell Method. They then organize information into coherent outlines which are used as the basis for oral presentations. Students are also expected to both ask and respond to questions regarding this material. Students are challenged to organize and present information under the time constraints of an impromptu speech.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students examine American values and cultural diversity through discussions and lectures. Students develop awareness of ethical behavior in a variety of contexts such as environmental responsibility, gender roles, and academic integrity. Students also learn to understand and tolerate a wide range of cultural norms and points of view. Students learn to communicate in appropriate ways in an academic and multicultural environment, including how to agree and

	disagree, and express opinions respectfully.

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.*	Comprehend academic lectures on topics including culture, environment, social issues, and technology. Synthesize information from readings and multi-media sources as well as life experiences in order to discuss and present. Discuss social and ethical issues, both globally and locally, sharing opinions in a multi-cultural setting. Present intelligibly and in an organized way on issues of cultural and social significance; and respond to comments and questions. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.
***Note:** 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 listen to lectures, read, brainstorm ideas, narrow topics of interest, develop and write an outline, and finally present speeches on issues of cultural or social significance. They also respond to comments and questions from the audience. These skills empower them to communicate in a variety of ways in their communities, neighborhoods, work places and the broader world with people from many different 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”?**	The course exposes students to compelling social and ethical issues, both globally and locally, and through the development of communication skills, empowers them to share their opinions and perspectives in the classroom and the community. It encourages them to become global citizens who are informed participants in the world around them. For example, documentaries such as Supersize Me and Food Inc. are used to engage students in a variety of issues which affect 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:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 260	Course Title:	Level 8 Academic Reading
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:	ESOL 260	Course Title:	Level 8 Academic Reading

Course Description:	Develops upper-advanced English reading skills. Focuses on reading materials such as textbooks, novels, short stories and articles. Includes finding themes and main ideas, summarizing, paraphrasing, making inferences, evaluating sources and analyzing arguments. Includes content comprehension, textual analysis, critical thinking, study skills and language analysis. This is the fifth course of a five-course sequence. Prerequisite: ESOL Placement (test) OR successful completion of ESOL 250 within the past 12 months AND concurrent enrollment in ESOL 252 and ESOL 254 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Use qualitative and quantitative reasoning to analyze and synthesize authentic materials from various disciplines reflecting an adult sensibility. 2. Articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. 3. Begin to apply understanding of the conventions and techniques of more complex reading material to respond critically to a variety of English fiction and non-fiction in future courses and real-life contexts. 4. Think critically about the attitudes and cultural perspectives inherent in fiction and nonfiction and how these relate to their own cultures and beliefs. 5. Recognize the aesthetic and artistic qualities of significant works of literature.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates	Students read about and analyze US culture and other cultures. They compare their native cultural experiences with the customs and practices of

to other cultures.	the US and other cultures. Students research and give presentations on cultural topics related to themes in their texts.

B. Appreciation of 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.	Students use critical thinking skills to analyze readings and articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. For example, they participate in small group and whole class discussions, synthesize the material, and present their understanding of cultural and historical themes. Students analyze charts, graphs, statistics and other quantitative data.

E. Ability to conceptually organize experience and discern its meaning.	Students synthesize information from classroom readings, discussions and lectures, as well as from life experiences in both formal and informal contexts. Students find themes and main ideas, create outlines, paraphrase and summarize. They make predictions and inferences and use context clues to discern meaning, organize concepts and draw conclusions.

F. Aesthetic and artistic values.	Students recognize the artistic and aesthetic merits of poetry, short stories, and novels. For example, students identify rhetorical devices including word choice, character development, figurative language, and symbolism and how they set a tone and create a lasting emotional impact.

G. Understanding of the ethical and social requirements of responsible citizenship.	Students examine American values and cultural diversity through a variety of written materials which cover a wide range of multicultural American experiences. They learn to communicate in appropriate ways in an academic and multicultural environment, including how to differentiate fact from opinion, how to agree and disagree, and how to express opinions respectfully.

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.*	Students who successfully complete this course will be able to: 1. Use qualitative and quantitative reasoning to analyze and synthesize authentic materials from various disciplines reflecting an adult sensibility. 2. Articulate an understanding of thematic, social, cultural and ethical concerns expressed in authentic written material. 3. Begin to apply understanding of the conventions and techniques of more complex reading material to respond critically to a variety of English fiction and non-fiction in future courses and real-life contexts. 4. Think critically about the attitudes and cultural perspectives inherent in fiction and nonfiction and how these relate to their own cultures and beliefs. 5. Recognize the aesthetic and artistic qualities of significant 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"?**	Students read a variety of texts, evaluate and discuss their themes and ideas, compare and contrast the texts to one other, and reflect on how themes in the texts relate to their own lives. Students craft responses in which they synthesize themes from written materials and their own personal beliefs and experiences.

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 exposes students to social and ethical issues, both local and global, and through discussion and writing, empowers them to share their opinions and perspectives in the classroom and in the community.
*__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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 262	Course Title:	Level 8 Academic Writing
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:	ESOL 262	Course Title:	Level 8 Academic Writing

Course Description:	Develops upper-advanced writing skills. Includes grammar and mechanics, and builds upon expository essay styles by introducing outside research. Explores concepts including but not limited to the cultural expectations related to a U.S. academic environment with an increased emphasis on basic research conventions. This is the fifth course of a five-course sequence. Prerequisite: ESOL placement test OR successful completion of ESOL 252 within the past 12 months AND concurrent enrollment in ESOL 260 and ESOL 254 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Locate and evaluate potential sources of support for ideas expressed in writing using the Internet, the library, and research databases. 2. Understand the U.S. academic and professional views of plagiarism and use citation to avoid plagiarizing. 3. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S. 4. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment; apply cultural understanding learned in class to examine and appreciate the writing of others. 5. Use the accepted patterns of organization and clarity common to professional and academic writing. 6. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.

8. Address PCC's General Education Philosophy Statement:

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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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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	In this course, students read about, synthesize from, interact with, analyze, and integrate information from outside academic sources such as on-line

to other cultures.	journals, newspapers, periodicals, and book readings about culture in order to compare and contrast culturally-based practices, values, and beliefs in their native cultures with the diverse cultures and subcultures of the United States in essay format. Students examine the cultural nuances in the way ideas are expressed and supported in a U.S. academic or professional setting and are instructed in the techniques commonly used in U.S. academic and professional circles to organize and present their written ideas in a multi-paragraph essay. The importance of and linguistic skills necessary for achieving perceived objectivity in U.S. academic and professional circles through using the third rather than first or second person to express opinions and information is emphasized. Students analyze the cultural differences in views of what constitutes plagiarism. The serious academic and professional implications of plagiarism in the U.S. and the importance of avoiding it are addressed by educating students about the importance of giving others' credit for their ideas and correctly citing sources in either APA or MLA format while reviewing strategies for incorporating others' ideas into one's writing using paraphrasing, quotation, and summarizing.

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

C. Understanding of themselves and their natural and technological environments.	Students understand themselves and their technological environments by using a variety of reliable online sources to support their own arguments. They are required to produce a typed research paper using correctly-cited articles found from online library databases, such as EBSCOHost, Opposing Viewpoints, and Google Scholar. Students explore technological resources for grammar practice, independently and in the computer lab.

D. Ability to reason qualitatively and quantitatively.	Students explore the relationships between ideas and opinions in formal compositions with clear organization and well-supported theses. They use research and incorporate statistical data to compare and contrast qualities and characteristics, connect causes and effects, and describe and discuss differing points of view on contemporary topics. Critical thinking skills are developed by providing students with the skills necessary to evaluate the validity of conclusions drawn from statistics and outside research and distinguish between subjective and objective evidence. Students demonstrate their ability to reason critically by utilizing and incorporating outside sources to address problems and solutions and support a position on a debatable issue.

E. Ability to conceptually organize experience and discern its meaning.	Students organize their own real life experiences as they relate to the various rhetorical models in both formal and informal contexts by distinguishing between relevant and irrelevant support in their writing, understanding the differences between expressing facts, opinions, and beliefs, and composing papers based on theses rather than statements of fact. Whenever evaluating and integrating outside/ secondary sources as they pertain to the same rhetorical style, students are asked to consider their own cultural experiences in order to provide a framework for a better understanding of those experiences to their peers in an academic or professional setting. Students incorporate skills learned and present them in

	a manner which is best suited to a wider U.S./ native English-speaking academic and professional audience.

F. 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.*	Students who successfully complete this course will be able to: 1. Locate and evaluate potential outside sources of support for ideas expressed in writing using the Internet, the library, and research databases. 2. Understand the U.S. academic and professional views of plagiarism and use citation to avoid plagiarizing. 3. Apply linguistic knowledge to clearly communicate through writing in professional, civic, and academic situations commonly encountered in the U.S. 4. Apply critical thinking to writing with an understanding of one's own cultural filter, using concepts learned in a multi-cultural environment. Apply cultural understanding learned in class to examine and appreciate the writing of others. 5. Use the accepted patterns of organization and clarity common to professional and academic writing in the US. 6. Use a multi-step process to plan, revise, and edit written work, including tools (e.g., dictionary, thesaurus) and sources to support writing.
***Note:** 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,	The course enables students to interpret and engage in the Arts & Letters by researching, reflecting on and writing about contemporary issues. Students work collaboratively, share ideas and understand a variety of perspectives.

making use of the creative process to enrich the quality of life"?**	Students gain understanding of U.S. culture and how it may differ from their own and other students' cultures and express their ideas through discussion and 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"?**	Students use a multi-step process to plan, revise, and edit written work: selecting a topic, conducting research, discussing ideas and opinions, planning and organizing their writing according to an appropriate rhetorical style, using tools including peer editing to revise and create final draft. Students apply a creative process to sociopolitical, technological, environmental, health, ethical, and/or gender issues and use them as a basis for discussion, critical analysis and writing. For example, students write a persuasive essay on bilingual education.
*__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

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:

	Name	E-mail Address
Person Submitting This Request	Dominique Millard	dmillard@pcc.edu
SAC Chair	Dominique Millard	dmillard@pcc.edu
SAC Admin Liaison	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ESOL 264	Course Title:	Level 8 Academic Communication
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:	ESOL 264	Course Title:	Level 8 Academic Communication

Course Description:	Develops upper-advanced English communication skills. Focuses on listening and note taking, pronunciation, discussion, academic presentation skills, and public speaking. This is the fifth course of a five-course sequence. Prereq: ESOL Placement test within the past 12 months OR successful completion of ESOL 254; AND concurrent placement in ESOL 260 and ESOL 252 or higher.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Comprehend authentic academic lectures on topics including culture, environment, social issues, and technology. 2. Synthesize information from academic readings and multi-media sources as well as life experiences in order to discuss and present. 3. Discuss social and ethical issues, both global and local, sharing opinions in a multi-cultural setting. 4. Present fluently and in an organized way on issues of cultural and social significance using outside sources, and respond to comments and questions. 5. Communicate fluently, using appropriate American English sound, rhythm, and intonation patterns. 6. Communicate in appropriate ways, including how to agree, disagree, and express opinions respectfully.

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.	In this class, students listen to lectures about US cultures and other cultures. They compare their personal cultural experiences with the customs and practices of the US. Students become aware of US cultural norms regarding appropriate communicative styles. Students research and give speeches on cultural topics such as gender roles and non-verbal communication. Students come from a variety of cultures and become aware of various cultural perspectives as they interact within a multicultural environment, preparing them to successfully function both in the US and globally.

B. Appreciation of 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.	Many lectures and presentations focus on social issues, environmental topics, and technology. Students are asked to discuss and reflect on how these issues impact them. For example, students research a topic such as social networking, oceanic acidification, or epigenetics, to acquire appropriate vocabulary. They synthesize information from a variety of sources, and then organize and present their findings to an audience.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Students extract information from readings, discussions and lectures, as well as from life experiences in both formal and informal speaking contexts. Students utilize note-taking skills such as graphic organizers, T-charts, and the Cornell Method. They then organize information into coherent outlines which are used as the basis for oral presentations. Students are also expected to both ask and respond to questions regarding this material. Students are challenged to organize and present information under the time constraints of an impromptu speech.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Students examine American values and cultural diversity through discussions and lectures. Students develop awareness of ethical behavior in a variety of contexts such as environmental responsibility, gender roles, and academic integrity. Students also learn to understand and tolerate a wide range of cultural norms and points of view. Students learn to communicate in appropriate ways in an academic and multicultural environment, including how to agree and disagree, and express opinions respectfully.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Students listen to lectures, read, brainstorm ideas, narrow topics of interest, develop and write an outline, and finally present speeches on issues of cultural or social significance. They also respond to comments and questions from the audience. These skills empower them to communicate in a variety of ways in their communities, neighborhoods, work places and the broader world with people from many different 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"?**	The course exposes students to compelling social and ethical issues, both globally and locally, and through the development of communication skills, empowers them to share their opinions and perspectives in the classroom and the community. It encourages them to become global citizens who are informed participants in the world around them. For example, documentaries such as Walmart: The High Cost of Low Price, and The Dark Side of Chocolate are used to engage students in a variety of issues which affect 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.	

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	Music	Submitter name Phone Email	John Mery
Current prefix and number	MUS105	Proposed prefix and number	
Current course title	Music Appreciation	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
Covers the 90-year history of jazz, a truly American art form. Eras, styles, and significant artists are examined and analyzed. Prerequisite/concurrent: WR 115 or equivalent placement test scores. Audit available.	No change.

Reason for change	

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

Current learning outcomes	New learning outcomes
• Students will be able to describe the basic elements of music: melody, rhythm, harmony, texture, form, and tone color. • Students will be able to recognize musical styles and periods. • Students will be able to recognize the various textures, monophonic, polyphonic, homophonic, heterophonic. • Students will be able to discuss important composers and how they relate to the social climate of their era. • Students will be able to critically evaluate a symphonic work.	Appreciate the western music tradition, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement. Experience musical works "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment. Generalize course content to other music not covered in the course so that one can understand and value a broad spectrum of musical expression.

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	☐ 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 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
John Mery	jmery@pcc.edu	4/28/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	4/28/2011

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	Music	Submitter name Phone Email	Julia Banzi (Ph.D.)/John Mery 503-230-2379/ ext. 4759 julia.banzi@pcc.edu/jmery@pcc.edu
Current prefix and number	MUS 108	Proposed prefix and number	
Current course title	Music Cultures of the World	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
Music Cultures of the World Examines the world's music with attention to musical styles and cultural contexts. Includes the study of Oceania, Indonesia, Africa, India, China, Japan, Middle East, Latin America, and ethnic North America. Prerequisite/concurrent: WR 115 or equivalent placement test scores.	Examines musical cultures throughout the world with attention to cultural contexts and musical styles, including but not limited to Africa, the Americas, Asia, Near East, Europe and the South Pacific. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Reason for change	Tighten up wording

LEARNING OUTCOMES: Describe what 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
Material will be presented in a lecture/discussion format. Visual and aural presentations will be used to enhance the lectures to facilitate the student's basic understanding and increased enjoyment of the world's diverse cultures and music. Students will be able to identify the six elements generally found in world music which distinguish it from other music. Students will be able to aurally recognize the music of the world°s cultures. Students will be able to identify each cultures idea of what music is, what its powers are, and how it relates to other aspects of life. Students will be able to define and explain the nature of musical sound. Students will be able to develop a holistic picture of musical life and musical culture. Students will be able to develop methods and means for critical thought and aesthetic judgement.	Overcome ethnocentrism through awareness about diverse peoples cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness about their own cultural heritage and develop understanding and empathy for others. Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective. Gain an understanding of the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.

Reason for change	Update to meet actual course contents reflecting Gen Ed and Cultural Literacy components.

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

If the SAC wants 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	N/A
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
John Mery 503-977-4759	jmery@pcc.edu	5/8/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	5/11/2011

OTHER SUGGESTIONS:

CURRENT	SUGGESTED CHANGE:
COURSE CONTENT (THEMES, CONCEPTS, ISSUES AND SKILLS) Basic elements of music: melody, harmony, rhythm, form, timbre and improvisation. Basic elements of music • Melody • Harmony • Rhythm • Form • Timbre • Improvisation • Music of North America/Native Americans • Music of Africa • Music of Black Americans • Music of Central/Middle East • Music of India • Music of Asia/Indonesia • Music of East Asia/Japan • Music of Latin America Music of Other Ethnic Cultures	**COURSE CONTENT (THEMES, CONCEPTS, ISSUES AND SKILLS)** Gain an understanding of features in the music that distinguish one genre/style from another and the cultural and social-historical factors that shape the development of music. Within each region of the world, music is chosen to illustrate both the regional coherences and diversity. Traditional, popular, and hybrid musical forms will be covered. The social, cultural, and historical significance of music within each geographical region will be discussed. Place-centered studies will be complimented with transregional and comparative perspectives exploring themes such as identity, urbanization, diaspora, and religion.
COMPETENCIES/SKILLS The following competencies are expected to be achieved to successfully meet the minimum requirement ("C" or "Pass") of the course. Define the musical terms that apply to the basic elements of world music. Identify aurally the six basic elements of music. Identify aurally the listening examples for each culture presented in class. Apply musical understanding when writing musical reviews of performances. Complete basic research on the music and culture of one specific group.	**COMPETENCIES/SKILLS**: The following competencies are expected to be achieved to successfully meet the minimum requirement ("C" or "Pass") of the course: Apply an understanding of cultural and social-historical factors that shape the development of music within given cultural contexts. Complete basic research on the music and culture of one specific group. Be able to identify features in the music that distinguish one genre from another. Identify aurally the listening examples for each culture presented in class. Identify social, cultural, and historical significance of music within each geographical region presented in class.

Intended Outcomes for the course Material will be presented in a lecture/discussion format. Visual and aural presentations will be used to enhance the lectures to facilitate the student's basic understanding and	**Repetitive/redundant** **This section is covered in "New Learning Outcomes" above.**

increased enjoyment of the world's diverse cultures and music. Students will be able to identify the six elements generally found in world music which distinguish it from other music. Students will be able to aurally recognize the music of the world's cultures. Students will be able to identify each cultures idea of what music is, what its powers are, and how it relates to other aspects of life. Students will be able to define and explain the nature of musical sound. Students will be able to develop a holistic picture of musical life and musical culture. Students will be able to develop methods and means for critical thought and aesthetic judgment.	

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	Music	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS111	Proposed prefix and number	
Current course title	Music Theory I (part one)	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
Covers music theory as exhibited in the works of the great composers of the 17th and 18th centuries. Includes notation, pitch, meter, tonality, modality, harmony and diatonic function. Basic music analysis focusing on harmonic function and figured bass notation. Includes written composition. Part one of three-term sequence. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer	No change.

degree. MUS 111C recommended for music transfer students. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and MUS 110.	
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
Material will primarily be presented in a lecture/discussion format. Other educational methods will be used to enhance lectures. These will include guest presentations and performances, research papers, small group work, original composition assignments and required concert attendance. A large amount of student to teacher and student to student contact should be achieved throughout the term in order to encourage and accomplish successful student development. The application of concepts presented will be accomplished through the examination of musical works in a variety of musical genres. Composition assignments that focus on particular aspects of music will be regularly scheduled. Whenever possible students should be encouraged to perform assignments and compositions in the classroom. In addition, students will be given the opportunity to learn and use music technology (MIDI, internet, CD, DVD) to supplement the regular course work. Students will be able to accurately notate	Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression. Attain fluent musical language mastery in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis and basic music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment. Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways. Acquire a personal musical language in the composition of musical works.

basic musical ideas. Students will be able to identify simple, compound and asymmetric meters. Students will be able to identify the scale base (tonality) of a basic single-line melody. Students will be able to identify and reproduce melodic and harmonic intervals. Students will be able to identify and label nonharmonic tones within a piece of diatonic music. Students will be able to identify and use basic functional tonal principles. Students will be able to identify and label harmonic cadences within a musical composition. Students will be able to provide harmonic analysis of a diatonic chord (triadic) progressions. Students will be able to compose and harmonize short musical works. Students will be able to accurately realize basic figured bass symbols. Students will have a basic foundation in MIDI systems in order to create musical works using music technology.	
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
John Mery	jmery@pcc.edu	4/28/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	4/28/2011

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	Music	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS112	Proposed prefix and number	
Current course title	Music Theory I (part two)	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
Continues work from MUS 111. Focuses on four-part harmony and common practice period voice leading. Includes figured bass realization, harmonic analysis and written composition. Part two of three-term sequence. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer degree. Concurrent enrollment in MUS 112C recommended for music transfer majors. Prerequisites: MUS	No change.

111 and its prerequisite requirements.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Material will primarily be presented in a lecture/discussion format. Other educational methods will be used to enhance lectures. These will include guest presentations and performances, research papers, small group work, original composition assignments and required concert attendance. A large amount of student to teacher and student to student contact should be achieved throughout the term in order to encourage and accomplish successful student development. The application of concepts presented will be accomplished through the examination of musical works in a variety of musical genres. Composition assignments that focus on particular aspects of music will be regularly scheduled. Whenever possible students should be encouraged to perform assignments and compositions in the classroom.	Attain fluent musical language mastery in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis, basic music composition and the practicing of tonal counterpoint in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment. Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression. Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways. Acquire a personal musical language in the composition of musical works.

In addition, students will be given the opportunity to learn and use music technology (MIDI, internet, CD, DVD) to supplement the regular course work. Students will be able to identify individual voices (SATB) in baroque chorales. Students will be able to identify voicing structure of four-voice harmonies. Students will be able to construct four-part harmonies following baroque spacing and doubling guidelines. Students will be able to identify motion type between two or more voices. Students will be able to identify voice-leading errors in four-voice chorales. Students will be able to identify nonharmonic tones in four-voice chorales. Students will be able to compose two-voice excerpts following baroque voice-leading rules. Students will be able to identify and categorize use of second inversion triads. Students will be able to harmonize melodies in four-voice setting	

(SATB) following baroque voice-leading rules. Students will be able to compose a short four-voice chorale following baroque voice-leading rules. Students will be able to identify the contour, range and interval structure of a melody. Students will be able to identify and compose harmonic implications within a melody. Students will be able to identify and compose tendency tones within a melody. Students will be able to identify and compose sequences within a melody.	

Reason for change	Update outcomes to current format

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

If the SAC wants 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
John Mery	jmery@pcc.edu	4/28/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	4/28/2011

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	Music	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS113	Proposed prefix and number	
Current course title	Music Theory I (part three)	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
Continues work from MUS 112. Introduction to chromatic harmony as exhibited through tonicization and harmonic modulation. Covers melodic structure and basic Schenkerian reduction technique. Also includes large-scale form and analysis and written composition. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer degree. Part three of three-term sequence.	No change.

Concurrent enrollment in MUS 113C recommended for music transfer majors. Prerequisite: MUS 112 and its prerequisite requirements.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Material will primarily be presented in a lecture/discussion format. Other educational methods will be used to enhance lectures. These will include guest presentations and performances, research papers, small group work, original composition assignments and required concert attendance. A large amount of student to teacher and student to student contact should be achieved throughout the term in order to encourage and accomplish successful student development. The application of concepts presented will be accomplished through the examination of musical works in a variety of musical genres. Composition assignments that focus on particular aspects of music will be regularly scheduled. Whenever possible students should be encouraged to perform assignments and compositions in the classroom. In addition, students will be given the opportunity to learn and use music technology (MIDI, internet, CD, DVD)	Attain fluent musical language mastery in order to consciously observe musical form in the masterworks of the western world through listening, harmonic analysis and music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment. Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression. Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways. Acquire a personal musical language in the composition of musical works.

to supplement the regular course work. *Students will be able to read and create melodic reductions according to basic Schenkerian Theory. □□Students will be able to accurately construct and identify dominant seventh chords and leading tone seventh chords. □□Students will be able to properly resolve dominant type harmonies according to common practice period voice leading rules. □□Students will be able to accurately construct and identify non-dominant diatonic seventh chords. □□Students will be able to accurately identify tonality through the use of dominant type chords and their resolution. □□Students will be able to accurately identify, construct and resolve secondary function chords (tonicization). □□Students will be able to accurately indicate secondary function through the use of Roman numeral function labels. □□Students will be able to accurately identify the five closely related keys of any given tonality. □□Students will be able to accurately identify and label diatonic and chromatic modulations to closely related keys. □□Students will be able to create original examples that exhibit tonicization and modulation. □□Students will be able to provide diagrams of simple binary, rounded binary and ternary forms. Including common practice period tonal relationships. □□Students will be able to accurately identify and label the large-scale form of a basic composition. □□Students will be able to provide a formal analysis of a basic composition including all musical elements (melodic structure, harmonic analysis, texture, and form)*	
Reason for change	Update outcomes to current format
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants 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
John Mery	jmery@pcc.edu	4/28/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	4/28/2011

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	Music	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS 205	Proposed prefix and number	
Current course title	Introduction to Jazz History	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduction to Jazz History covers the 90-year history of jazz, a truly American art form. Eras, styles, and significant artists are examined and analyzed. Prerequisite/concurrent: WR 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	New learning outcomes
The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentation. The instructor will provide additional recorded examples in response to student questions. Listening to jazz music is a shared activity. • Students will be able to identify African and European components of jazz. • Students will be able to identify and describe the roles of rhythm section and front line instruments. • Students will be able to identify common song forms including the 12-bar blues. • Students will be able to recognize and appreciate the contributions of key innovators. • Students will be able to identify musical styles and their evolution within social and cultural context.	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views • Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment • Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.

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 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
John Mery	jmery@pcc.edu	5/05/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	5/05/2011

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	Music	Submitter name Phone Email	John Mery
Current prefix and number	MUS 207	Proposed prefix and number	
Current course title	Introduction to Folk Music	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
Introduction to the History of Folk Music Examines ballads, worksongs, bluegrass, country blues and gospel music are examined as well as influential non-American styles. Also covers protest songs and the "folk revival" of the sixties. Prerequisite/concurrent: WR 115 or	Provides the historic development and the musical and textural characteristics of American folk music, from its Anglo-Celtic, Hispanic, African and Native American roots to the present, including country music, bluegrass, blues, border music, religious and other ethnic music. Folk revivals and the significance of

equivalent placement test scores.	songs in terms of the social norms of the time will be discussed, including the interaction of folk music with popular music. Class will be presented using a multi-media format. Prerequisite/concurrent: WR 115 or equivalent placement test scores.
Reason for change	Covers current focus

LEARNING OUTCOMES: Describe what 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
Material will be presented in a lecture/discussion format. Visual and aural presentations will be used to enhance the lectures to facilitate the student°s basic understanding and increased enjoyment of the world°s diverse cultures and music. Students will be able to identify the six elements generally found in world music which distinguish it from other music. Students will be able to aurally recognize the music of the world°s cultures. Students will be able to identify each cultures idea of what	Appreciate the musical traditions of the diverse cultures of the United States, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievements through expression. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other music. Appreciate the artistic, social, historical, and cultural contexts of folk music through observation and critique in order to be an informed listener.

music is, what its powers are, and how it relates to other aspects of life. Students will be able to define and explain the nature of musical sound. Students will be able to develop a holistic picture of musical life and musical culture. Students will be able to develop methods and means for critical thought and aesthetic judgement.	
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
John Mery	jmery@pcc.edu	5/10/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	5/10/2011

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:

	Name	E-mail Address
Person Submitting This Request	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS105	Course Title:	Music Appreciation

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

Course Description:	Music Appreciation provides an introduction to understanding symphonic music in the vocal and instrumental genres from the ancient period through the contemporary music of our time. Class will be presented using a multi-media format. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	**Appreciate the western music tradition, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement.** **Experience musical works "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Generalize course content to other music not covered in the course so that one can understand and value a broad spectrum of musical expression.**

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.	Course includes the music of nondomestic cultures. Course reveals how the roots of many contemporary works derive from the western music tradition.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course covers music spanning more than a millennium, this including the historical, political and socioeconomic background of each work.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	The aesthetic values of music changes over time and place, this allows students to be more objective listeners.
E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.
F. Aesthetic and artistic values.	The aesthetic values of music changes over time and place, this allows students to be more objective listeners.
G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is influenced by the social and political environments of the time, this make each genre unique. Music is a very powerful form of social protest.

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Appreciate the western music tradition, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement.** **Experience musical works "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Generalize course content to other music not covered in the course so that one can understand and value a broad spectrum of musical expression.**
***Note:** 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 content helps create enriched listening experiences for students. This includes framing works through historical and sociopolitical contexts that allow students to experience these influences upon the creative process used by the composer.

How does the course enable a student to "critically analyze values and ethics within a range of human	The study of western art music contains a wide array of styles and genres which have evolved from the middle ages to the present. By examining the cultural and political origins of the works of each music period, students witness how aesthetics in music can be subjective, this in turn gives them

experience and expression to engage more fully in local and global issues"?**	tools to better understand how current local and global issues influence the music of their own time and its aesthetic values.
*__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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Julia Banzi (Ph.D.)/John Mery	julia.banzi@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS 108	Course Title:	Music Cultures of the World

Course Credits:	3	Gen Ed Category:	Arts and Letters Social Science

Course Description:	Examines musical cultures throughout the world with attention to cultural contexts and musical styles, including but not limited to Africa, the Americas, Asia, Near East, Europe and South Pacific. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	Overcome ethnocentrism through awareness about diverse peoples cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness about their own cultural heritage and develop understanding and empathy for others. Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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 emphasis of this course helps to overcome ethnocentrism through learning about diverse peoples cultural communities and traditions. By learning about the social, political, and cultural contexts for different musical practices, students gain a better awareness about of their own cultural heritage and develop understanding and empathy for 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.	Students gain an understanding of the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.
C. Understanding of themselves and their natural and technological environments.	Within each region of the world, music is chosen to illustrate both the regional coherences and diversity. Traditional, popular, and hybrid musical forms will be covered. The social, cultural, and historical significance of music within each geographical region is explored. Place-centered studies will be complimented with transregional and comparative perspectives exploring themes such as identity, urbanization, diaspora, and religion.
D. Ability to reason qualitatively and quantitatively.	Students learn to acquire and apply an understanding of cultural and social-historical factors that shape the development of music within given cultural contexts.
E. Ability to conceptually organize experience and discern its meaning.	Learn to appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener.
F. Aesthetic and artistic values.	Acquire ability to identify features in the music that distinguish one genre from another and aurally identifylistening examples for each culture presented in class.
G. Understanding of the ethical and social requirements of responsible citizenship.	By learning about the social, political, and cultural contexts for different musical practices, students gain a better awareness about of their own cultural heritage and develop understanding and empathy for 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.*	The emphasis of this course helps to overcome ethnocentrism through learning about diverse peoples cultural communities and traditions. By learning about the social, political, and cultural contexts for different musical practices, students gain a better awareness about of their own cultural heritage and develop understanding and empathy for others. Gain an understanding of the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.

***Note:** 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”?**	Clearly stated above in course outcomes.

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”?**	Clearly stated above in course outcomes.
*__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.*	The emphasis of this course helps to overcome ethnocentrism through learning about diverse peoples cultural communities and traditions. By learning about the social, political, and cultural contexts for different musical practices, students gain a better awareness about of their own cultural heritage and develop understanding and empathy for others. Gain an understanding of the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.
***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”?**	Clearly stated above in course outcomes.

How does the course enable a student to “apply	Clearly stated above in course outcomes.

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.*	N/A
***Note:** 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"?**	N/A

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"?**	N/A

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”?**	N/A
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.*	N/A
***Note:** 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"?**	N/A

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

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:

	Name	E-mail Address
Person Submitting This Request	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS111	Course Title:	Music Theory I (part one)

Course Credits:	3	Gen Ed Cateory:	Arts and Letters

Course Description:	Covers music theory as exhibited in the works of the great composers of the 17th and 18th centuries. Includes notation, pitch, meter, tonality, modality, harmony and diatonic function. Basic music analysis focusing on harmonic function and figured bass notation. Includes written composition. Part one of three-term sequence. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer degree. MUS 111C recommended for music transfer students. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and MUS 110.

Course Outcomes:	**Exhibit musicianship (tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Attain fluent musical language mastery in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis and basic music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Acquire a personal musical language in the composition of musical works.**

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.	Course reveals the inner workings of the music of nondomestic cultures. Course reveals how the roots of many contemporary works derive from the great western music tradition.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course covers music spanning hundreds of years, including the historical, political and socioeconomic background of the works. Additionally course reveals historical gender biases and the distinct aesthetics that are valued by each culture and time period.
C. Understanding of themselves and their natural and technological environments.	Insight into the capacity of the human mind and of civilization to create incredibly complex works without the aid of technological tools that are currently used and readily available.
D. Ability to reason qualitatively and quantitatively.	The aesthetics of music change over time and according to location, by observing this across a wide array of genres students become more objective listeners.
E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.
F. Aesthetic and artistic values.	The aesthetics of music change over time and according to location, by observing this across a wide array of genres students become more objective listeners.
G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is influenced by social and political climates of the time. This contributes a great deal to what makes each genre unique. Additionally music has been used as a form of social protest for centuries.

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.*	**Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Attain fluent musical language mastery in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis and basic music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Acquire a personal musical language in the composition of musical works.**
***Note:** 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 content creates enriched listening experiences. This includes framing music works through historical and sociopolitical contexts that provide students with a deeper understanding of the composer's intent, and insight into the creative process. Additionally students witness how the study of the theory of music is directly connected to the practice of musical expression and how this is an integral part of the creative 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 study of western art music contains a wide array of styles and genres which have evolved from the middle ages to the present. By examining the cultural and political origins of the works of each music period students observe how aesthetics in music can be subjective. This provides tools to better understand how current local and global issues influence the music of their own time. Students gain valuable perspectives that allow them to better interpret the aesthetics of many types of music and 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.	

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS112	Course Title:	Music Theory I (part two)

Course Credits:	3	Gen Ed Cateory:	Arts and Letters

Course Description:	Continues work from MUS 111. Focuses on four-part harmony and common practice period voice leading. Includes figured bass realization, harmonic analysis and written composition. Part two of three-term sequence. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer degree. Concurrent enrollment in MUS 112C recommended for music transfer majors. Prerequisites: MUS 111 and its prerequisite requirements.

Course Outcomes:	**Attain fluent musical language mastery in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis, basic music composition and the practicing of tonal counterpoint in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Acquire a personal musical language in the composition of musical works.**

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.	Course reveals the inner workings of the music of nondomestic cultures. Course reveals how the roots of many contemporary works derive from the great western music tradition.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course covers music spanning hundreds of years, including the historical, political and socioeconomic background of the works. Additionally course reveals historical gender biases and the distinct aesthetics that are valued by each culture and time period.
C. Understanding of themselves and their natural and technological environments.	Insight into the capacity of the human mind and of civilization to create incredibly complex works without the aid of technological tools that are currently used and readily available.
D. Ability to reason qualitatively and quantitatively.	The aesthetics of music change over time and according to location, by observing this across a wide array of genres students become more objective listeners.
E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.
F. Aesthetic and artistic values.	The aesthetics of music change over time and according to location, by observing this across a wide array of genres students become more objective listeners.
G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is influenced by social and political climates of the time. This contributes a great deal to what makes each genre unique. Additionally music has been used as a form of social protest for centuries.

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.*	**Attain fluent musical language mastery in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis, basic music composition and the practicing of tonal counterpoint in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Acquire a personal musical language in the composition of musical works.**
***Note:** 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 content creates enriched listening experiences. This includes framing music works through historical and sociopolitical contexts that provide students with a deeper understanding of the composer's intent, and insight into the creative process. Additionally students witness how the study of the theory of music is directly connected to the practice of musical expression and how this is an integral

	part of the creative 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 study of western art music contains a wide array of styles and genres which have evolved from the middle ages to the present. By examining the cultural and political origins of the works of each music period students observe how aesthetics in music can be subjective. This provides tools to better understand how current local and global issues influence the music of their own time. Students gain valuable perspectives that allow them to better interpret the aesthetics of many types of music and 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.	

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS113	Course Title:	Music Theory I (part three)

Course Credits:	3	Gen Ed Cateory:	Arts and Letters

Course Description:	Continues work from MUS 112. Introduction to chromatic harmony as exhibited through tonicization and harmonic modulation. Covers melodic structure and basic Schenkerian reduction technique. Also includes large-scale form and analysis and written composition. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer degree. Part three of three-term sequence. Concurrent enrollment in MUS 113C recommended for music transfer majors. Prerequisite: MUS 112 and its prerequisite requirements.

Course Outcomes:	**Attain fluent musical language mastery in order to consciously observe musical form in the masterworks of the western world through listening, harmonic analysis and music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Acquire a personal musical language in the composition of musical works.**

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.	Course reveals the inner workings of the music of nondomestic cultures. Course reveals how the roots of many contemporary works derive from the great western music tradition.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course covers music spanning hundreds of years, including the historical, political and socioeconomic background of the works. Additionally course reveals historical gender biases and the distinct aesthetics that are valued by each culture and time period.
C. Understanding of themselves and their natural and technological environments.	Insight into the capacity of the human mind and of civilization to create incredibly complex works without the aid of technological tools that are currently used and readily available.
D. Ability to reason qualitatively and quantitatively.	The aesthetics of music change over time and according to location, by observing this across a wide array of genres students become more objective listeners.
E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.
F. Aesthetic and artistic values.	The aesthetics of music change over time and according to location, by observing this across a wide array of genres students become more objective listeners.
G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is influenced by social and political climates of the time. This contributes a great deal to what makes each genre unique. Additionally music has been used as a form of social protest for centuries.

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.*	**Attain fluent musical language mastery in order to consciously observe musical form in the masterworks of the western world through listening, harmonic analysis and music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.** **Exhibit musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.** **Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.** **Acquire a personal musical language in the composition of musical works.**
***Note:** 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 content creates enriched listening experiences. This includes framing music works through historical and sociopolitical contexts that provide students with a deeper understanding of the composer's intent, and insight into the creative process. Additionally students witness how the study of the theory of music is directly connected to the practice of musical expression and how this is an integral part of the creative 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 study of western art music contains a wide array of styles and genres which have evolved from the middle ages to the present. By examining the cultural and political origins of the works of each music period students observe how aesthetics in music can be subjective. This provides tools to better understand how current local and global issues influence the music of their own time. Students gain valuable perspectives that allow them to better interpret the aesthetics of many types of music and 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.	

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS 205	Course Title:	Introduction to Jazz History

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

Course Description:	Introduction to Jazz History, a truly American art form, covers the history of jazz from its nineteenth century roots through the contemporary era. Eras, styles, and significant artists are examined and analyzed. Class will be presented using a multi-media format Prerequisite/concurrent: WR 115 or equivalent placement test scores
Course Outcomes:	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views • Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment • Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.

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.	Course reveals how jazz synthesizes, African American, European and Latin American elements to create a uniquely American art form.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course covers music spanning more than a century, this including the historical, political and socioeconomic background of each work.

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

D. Ability to reason qualitatively and quantitatively.	The aesthetic values of music changes over time and place, this allows students to be more objective listeners.

E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form –course content allows students to formally organize a work and to discern extra-musical meanings.

F. Aesthetic and artistic values.	The aesthetic values of music changes over time and place, this allows students to be more objective listeners.

G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is influenced by the social and political environments of the time, this make each genre unique. Music is a very powerful form of social protest.

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.*	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views • Experience jazz music “dynamically,” that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment • Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
***Note:** 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 content helps create enriched listening experiences for students. This includes framing works through historical and sociopolitical contexts that allow students to experience these influences upon the creative process used by the composer.

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	The study of jazz music contains a wide array of styles and genres which have evolved from its nineteenth century beginnings to the present. By examining the cultural and political origins of the works of each music period, students witness how aesthetics in music can be subjective, this in turn gives them tools to better understand how current local and global issues influence the music of their own time and aesthetic values.

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.

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:

	Name	E-mail Address
Person Submitting This Request	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Chair	John Mery	jmery@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Steve Ward	sward@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:	MUS 207	Course Title:	Introduction to the History of Folk Music

Course Credits:	3	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters Social Science Science, Comp. Sci., and Math

Course Description:	Provides the historic development and the musical and textural characteristics of American folk music, from its Anglo-Celtic, Hispanic, African and Native American roots to the present, including country music, bluegrass, blues, border music, religious and other ethnic music. Folk revivals and the significance of songs in terms of the social norms of the time will be discussed, including the interaction of folk music with popular music. Class will be presented using a multi-media format. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	**Appreciate the musical traditions of the diverse cultures of the United States, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievements through expression.** **Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other music.** **Appreciate the artistic, social, historical, and cultural contexts of folk music through observation and critique in order to be an informed listener.**

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.	Course includes the music of many ethnic and domestic cultures. Course reveals how the roots of many contemporary works derive from the world and western music tradition
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Course covers music spanning more than a three centuries, this including the historical, political and socioeconomic background of each work.
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	The aesthetic values of music changes over time and place, this allows students to be more objective listeners.
E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings
F. Aesthetic and artistic values.	The aesthetic values of music changes over time and place, this allows students to be more objective listeners.
G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is influenced by the social and political environments of the time, this make each genre unique. Music is a very powerful form of social protest.

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Appreciate the musical traditions of the diverse cultures of the United States, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievements through expression.** **Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other music.** **Appreciate the artistic, social, historical, and cultural contexts of folk music through observation and critique in order to be an informed listener.**
***Note:** 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 content helps create enriched listening experiences for students. This includes framing works through historical and sociopolitical contexts that allow students to experience these influences upon the creative process used by the composer.

How does the course enable a student to "critically analyze values and ethics	The study of American folk music contains a wide array of styles and genres which have evolved from the seventeenth century to the present. By examining the cultural and political origins of the works of each music period,

within a range of human experience and expression to engage more fully in local and global issues"?**	students witness how aesthetics in music can be subjective, this in turn gives them tools to better understand how current local and global issues influence the music of their own time and its aesthetic values.
*__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

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:	MUS 108	Course Title:	Music Cultures of the World

Course Description:	Examines musical cultures throughout the world with attention to cultural contexts and musical styles, including but not limited to Africa, the Americas, Asia, Near East, Europe and South Pacific. Prerequisite/concurrent: WR 115 or equivalent placement test scores.
Course Outcomes:	Overcome ethnocentrism through awareness about diverse peoples cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness about their own cultural heritage and develop understanding and empathy for others. Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics. Appreciate the artistic, social, historical, and cultural contexts of world music

	through observation and critique to become an informed listener. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Overcome ethnocentrism through awareness about diverse peoples cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness about their own cultural heritage and develop understanding and empathy for others. Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics. Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener. Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Julia Banzi/John Mery	julia.banzi@pcc.edu

SAC Chair	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Steve Ward	sward@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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:	Music	Course Title:	Introduction to Jazz History

Course Description:	Introduction to Jazz History, a truly American art form, covers the history of jazz from its nineteenth century roots through the contemporary era. Eras, styles, and significant artists are examined and analyzed. Class will be presented using a multi-media format Prerequisite/concurrent: WR 115 or equivalent placement test scores
Course Outcomes:	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views • Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment • Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	• Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment

Criteria.	• Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.

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.	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Chair	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Steve Ward	sward@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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:	Music	Course Title:	Introduction to Jazz History

Course Description:	Introduction to Jazz History, a truly American art form, covers the history of jazz from its nineteenth century roots through the contemporary era. Eras, styles, and significant artists are examined and analyzed. Class will be presented using a multi-media format Prerequisite/concurrent: WR 115 or equivalent placement test scores
Course Outcomes:	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views • Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment • Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment • Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.

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.	• Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Chair	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Steve Ward	sward@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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:	MUS 207	Course Title:	Introduction to the History of Folk Music

Course Description:	Provides the historic development and the musical and textural characteristics of American folk music, from its Anglo-Celtic, Hispanic, African and Native American roots to the present, including country music, bluegrass, blues, border music, religious and other ethnic music. Folk revivals and the significance of songs in terms of the social norms of the time will be discussed, including the interaction of folk music with popular music. Class will be presented using a multi-media format. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	Appreciate the musical traditions of the diverse cultures of the United States, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievements through

	expression. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other music. Appreciate the artistic, social, historical, and cultural contexts of folk music through observation and critique in order to be an informed listener.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Appreciate the musical traditions of the diverse cultures of the United States, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievements through expression. Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other music. Appreciate the artistic, social, historical, and cultural contexts of folk music through observation and critique in order to be an informed listener.
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.	• Identify and analyze what motivates humans to create and how their creations reflect their values and world views

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Chair	Name	E-mail Address
	John Mery	jmery@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Steve Ward	sward@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the 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	ESOL	Submitter name Phone Email	Sarah Barrett x7370 sarah.barrett@pcc.edu
Current prefix and number	ESOL 10	Proposed prefix and number	N/A
Current course title	Level 1 Integrated Skills	Proposed title (60 characters max)	N/A
Reason for title change	No Change	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
This is first of eight levels of English for Speakers of Other Languages. Students develop beginning English reading, writing, speaking and listening skills in the context of communicating in adult life roles as family and community members, workers, citizens and lifelong learners. A language placement test is required for enrollment.	Develops low-beginning English reading, writing, speaking and listening skills for adult learners in their roles as family and community members, workers, citizens and lifelong learners. Promotes the process of combining knowledge, skills, and problem-solving strategies. First course in the eight-level ESOL sequence. Prerequisites: ESOL placement test within the past 12 months OR instructor permission

Reason for change	The new description more accurately reflects this class (low-beginning). It is also more aligned with our CCOGS in Levels 4-8.

LEARNING OUTCOMES: Describe what 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 uses the English language to communicate in written and spoken form at a beginning level as related to roles as family members, community members, workers, lifelong learners, and citizens. • Student reads simple printed information	1. read, understand, and respond to level-appropriate text; 2. write three to five simple sentences; 3. manage basic interactions, in highly predictable settings using present tenses; 4. arrive in class on time with the necessary materials, exhibit appropriate classroom behavior, complete homework assignments, and use voice mail to inform instructor of absences; 5. use language lab software, the internet and keyboarding skills to continually develop English language skills.

Reason for change	Our old outcomes were too general and didn't give a clear picture (to instructors or students) about what a student would be able to do upon exiting this class. We also wanted to make sure technology and study skills were incorporated.

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

If the SAC wants 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: From a placement test

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: ESOL placement test within the past 12 months OR instructor permission

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
Dominique Millard	dmillard@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 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	ESOL	Submitter name Phone Email	Sarah Barrett x7370 sarah.barrett@pcc.edu
Current prefix and number	ESOL 20	Proposed prefix and number	N/A
Current course title	Level 2 Integrated Skills	Proposed title (60 characters max)	N/A
Reason for title change	No Change	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
This is the second of eight levels of English for Speakers of Other Languages. Students develop high-beginning English communication skills. Reading, Writing, Speaking and Listening skills are taught in the context of communicating in adult life roles as family and community members, workers, citizens and lifelong learners. A language placement test is required for enrollment.	Continues to develop beginning English reading, writing, speaking and listening skills for adult learners in their roles as family and community members, workers, citizens and lifelong learners. Promotes the process of combining knowledge, skills, and problem-solving strategies. Second course in the eight-level ESOL sequence. Prerequisites: ESOL placement test within the past 12 months OR instructor permission.

Reason for change	The new description more accurately reflects this class (beginning). It is also more aligned with our CCOGS in Levels 4-8.

LEARNING OUTCOMES: Describe what 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 uses the English language to communicate in written and spoken form at a high-beginning level as related to roles as family members, community members, workers, lifelong learners, and citizens. • Student reads high-beginning printed materials.	1. read, understand, and respond to level-appropriate text; 2. write six to eight related sentences in paragraph form; 3. manage basic interactions in the present tense and with a limited number of past tense verbs; 4. arrive in class on time with the necessary materials, exhibit appropriate classroom behavior, and complete homework assignments; 5. use language lab software, the internet, voice-mail and keyboarding skills to continually develop English language skills.

Reason for change	Our old outcomes were too general and didn't give a clear picture (to instructors or students) about what a student would be able to do upon exiting this class. We also wanted to make sure technology and study skills were incorporated.

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

If the SAC wants 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: From a placement test

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: ESOL placement test within the past 12 months OR instructor permission

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
Dominique Millard	dmillard@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 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	ESOL	Submitter name Phone Email	Sarah Barrett x7370 sarah.barrett@pcc.edu
Current prefix and number	ESOL 30	Proposed prefix and number	N/A
Current course title	Level 3 Integrated Skills	Proposed title (60 characters max)	N/A
Reason for title change	No Change	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
This is the third of eight levels of English for Speakers of Other Languages. Students develop low-intermediate English communication skills. Reading, Writing, Speaking and Listening skills are taught in the context of communicating in adult life roles as family and community members, workers, citizens and lifelong learners. A language placement test is required for enrollment.	Develops high-beginning English reading, writing, speaking and listening skills for adult learners in their roles as family and community members, workers, citizens and lifelong learners. Promotes the process of combining knowledge, skills, and problem-solving strategies. Third course in the eight-level ESOL sequence. Prerequisites: ESOL placement test within the past 12 months OR instructor permission

Reason for change	The new description more accurately reflects this class (high-beginning). It is also more aligned with our CCOGS in Levels 4-8.

LEARNING OUTCOMES: Describe what 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 reads simple printed information. • Student uses the English language to communicate in written and spoken form at a low-intermediate level as related to roles as family members, community members, workers, lifelong learners, and citizens	1. read, understand, and respond to level-appropriate text; 2. write paragraphs of eight to ten simple sentences; 3. speak so others can understand using simple sentences in the past, present, and future; 4. listen actively to follow a series of basic oral directions; understand and participate in level-appropriate narratives and conversations in the past, present and future; 5. arrive in class on time with the necessary materials, exhibit appropriate classroom behavior, and complete homework assignments; 6. use language lab software, the internet, voice-mail, e-mail and word-processing to continually develop English language skills.

Reason for change	Our old outcomes were too general and didn't give a clear picture (to instructors or students) about what a student would be able to do upon exiting this class. We also wanted to make sure technology and study skills were incorporated.

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

If the SAC wants 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: From a placement test

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: ESOL placement test within the past 12 months OR instructor permission.

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
Dominique Millard	dmillard@pcc.edu	
SAC Administrative Liaison	Email	Date

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:	Geography	Submitter name Phone Email	Christina Friedle 971-722-7684 Christina.friedle@pcc.edu
Course Prefix and Number:	Geo 223	# Credits:	4
Course Title: 60 characters max	Field Geography: GPS & GIS	Transcript Title (30 characters max)	Field Geography: GPS & GIS
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes X No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 20 Lec/lab (# of hours): Lab (# of hours): 40

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	X
Pass/No pass	X	☐
Audit in consultation with faculty	X	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X No	Course Number and Title
Course fee: Identify only fees that are above and beyond the usual PCC fees	$12		

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will* . . and/or *Students will.* . . Include course recommendations in the description.

Course Description: (field will expand as needed)	Provides a conceptual overview and hands-on experience with Global Positioning Systems (GPS). Includes GPS theory, techniques, and field data methods. Using hand-held GPS units, students collect and integrate spatial and non-spatial data within a Geographic Information Systems (GIS) framework. Covers differential correction, importing features and tabular data into GIS, data conversions, building a GIS database, and creating maps from GPS data. Prerequisite / Corequisite: Geo 265

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: Geo 265	☐ Prerequisite	☐ Corequisite	X pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	Upon successful completion of Geography 223 the student will be able to: A. Collect, process, and create geographic data using a GPS unit B. Acquire, import, edit and export digital data C. Create maps to visualize, interpret and present geographic data D. Apply GPS technologies and concepts to real world spatial questions
Course activities and design: (from CCOG)	The material in this course will be presented in a computer lab setting through classroom lecture, discussion, software demonstration, computer-based labs and outdoor fieldwork/data collection. Students will work in small groups to complete a term-long project that involves collecting GPS data, data processing, and map creation.
Outcomes assessment strategies:	Students will be expected to demonstrate mastery of themes, concepts, issues, competencies and skills by any combination of the following: A. Written results of class labs and exercises B. Completion of a final mapping project using GPS data
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG they should be connected to the outcomes)**	**Themes, Concepts, Issues:** A. Global Positioning Systems B. ArcGIS Desktop C. GIS Database D. Creating Maps with GPS data E. Differential Correction F. Field Data Collection Methods G. Geographic & Non-spatial data

	H. GPS Reference Systems I. GPS Applications **Competencies and Skills:** A. Identify and define GPS technologies & terminology. B. Build a GIS database based on GPS data collection. C. Post-process GPS data. D. Create presentation quality maps using GPS data. E. Integrate GPS data with other spatial & non-spatial data. F. Apply GPS technologies to real world mapping problems.
Reason for the new course	In Fall 2010 the Geography Department started to offer a Geographic Information Systems (GIS) technical certificate. The development of this course is part of an effort to enhance the program and offer additional classes that incorporate GIS so students have a wider range of technical GIS skills.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Portland State University (PSU)
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X 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	Geog 489: Building a GIS database with GIS (PSU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	X 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):	Geographic Information Systems (GIS)	# credits: 44
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be added as an elective course as part of the GIS certificate.	
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.	There are no similar courses at PCC.	

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.	Mike Kies, Department Chair of Civil & Mechanical Engineering Technology department, was consulted about potential content overlap in the Engineering surveying courses. This email discussion resulted in an agreement that there would be no conflict with the Geography course and current engineering course offerings.

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.	There is no potential impact to any other department on campus.
Implementation term:	☐ Next available term after approval X Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☒ title
☐ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	C.S.S.	Submitter name Phone Email	Heiko Spoddeck 4353 heike.spoddeck@pcc.edu
Current prefix and number	ALC 60	Proposed prefix and number	
Current course title	Basic Math Skills Lab	Proposed title (60 characters max)	Math Skills Lab – 0 credits
Reason for title change	"Basic Math Skills Lab" is sometimes misunderstood as referring to Basic Math, but this class also includes Introductory Algebra.	Proposed transcript title (30 characters max)	Math Skills Lab – 0 credits

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

Current Description	Proposed Description

Reason for change	

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Judy Selander	jselande@pcc.edu	
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☒ title
☐ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	C.S.S.	Submitter name Phone Email	Heiko Spoddeck 4353 heike.spoddeck@pcc.edu
Current prefix and number	ALC 61	Proposed prefix and number	
Current course title	Basic Math Skills Lab	Proposed title (60 characters max)	Math Skills Lab – 1 credit
Reason for title change	"Basic Math Skills Lab" is sometimes misunderstood as referring to Basic Math, but this class also includes Introductory Algebra.	Proposed transcript title (30 characters max)	Math Skills Lab – 1 credit

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

Current Description	Proposed Description

Reason for change	

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Judy Selander	jselande@pcc.edu	
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☒ title
☐ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	C.S.S.	Submitter name Phone Email	Heiko Spoddeck 4353 heike.spoddeck@pcc.edu
Current prefix and number	ALC 62	Proposed prefix and number	
Current course title	Basic Math Skills Lab	Proposed title (60 characters max)	Math Skills Lab – 2 credits
Reason for title change	"Basic Math Skills Lab" is sometimes misunderstood as referring to Basic Math, but this class also includes Introductory Algebra.	Proposed transcript title (30 characters max)	Math Skills Lab – 2 credits

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

Current Description	Proposed Description

Reason for change	

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Judy Selander	jselande@pcc.edu	
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☒ title
☐ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	C.S.S.	Submitter name Phone Email	Heiko Spoddeck 4353 heike.spoddeck@pcc.edu
Current prefix and number	ALC 63	Proposed prefix and number	
Current course title	Basic Math Skills Lab	Proposed title (60 characters max)	Math Skills Lab – 3 credits
Reason for title change	"Basic Math Skills Lab" is sometimes misunderstood as referring to Basic Math, but this class also includes Introductory Algebra.	Proposed transcript title (30 characters max)	Math Skills Lab – 3 credits

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

Current Description	Proposed Description

Reason for change	

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Judy Selander	jselande@pcc.edu	
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Mathematics	Submitter name, phone, and email	Henry Mesa, 971 – 614- 7605, hmesa@pcc.edu
Course prefix and number	MTH 243	Course title	Statistics I

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	4	Lecture	5
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits		Total credits	

Reason for change:	More universities are requiring that we include the topic significance testing in order for our course to transfer seamlessly. This is a topic that we do not have the time to cover with our current credit hour. Omitting other topics is not an option as the faculty feel the curriculum for MTH 243 has already been stripped of unnecessary topics.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☒ Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☒ Yes ☐ No	If yes, please explain	The only Program that has MTH 243 as part of their curriculum and not merely part of the potential math electives is Microelectronics. The change will add a credit to their AAS Degree. They would rather not have this extra credit. It may cause them to drop our course as a requirement for their degree, but that is not yet certain.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Adding this topic to MTH 243 is not duplicating any other course out there. The subject is still taught in MTH 244 as part of the statistical tests that are conducted and taught in more detail than will be taught in MTH 243 if the extra credit is approved.
Implementation term		☐ Next available term after approval ☒ Specific term Summer 2012

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

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele #7328 rsteele@pcc.edu
Current prefix and number	BCT 202	Proposed prefix and number	BCT 202 C
Current course title	Business Principles for Construction	Proposed title (60 characters max)	Business Principles for Construction
# Credits	3	Proposed transcript title **(30 characters max)**	Business Principles for Construction
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)**
Business Principles for Construction To learn fundamental business principles and practices used in managing a construction company. Establish objectives in marketing, operations and finance, and understand the	Explores the fundamental business principles and practices used in managing a residential construction company. Includes establishing objectives in marketing, operations and finance, and the relationship between those business

relationship between those business activities. Study planning and management methods for achieving objectives. Learn the general legal requirements, accounting and record keeping practices. Audit available.	activities and the planning and management methods for achieving objectives. Presents the general legal requirements, accounting and record keeping practices.
Reason for change	To conform to the Curriculum Committee guidelines.

LEARNING OUTCOMES: Describe what 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
To identify typical business issues and study methods for business decisions and problem solving; understand the legal requirements and value of record keeping; develop business management forms or checklists for monitoring activities; understand how to delegate and assign roles and responsibilities; achieve learning objectives on business principles required by the Oregon Construction Contractors Board.	No change
Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

☐ 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
Robert Steele	rsteele@pcc.edu	9/21/11
SAC Administrative Liaison	Email	Date
Brigitte Ryslinge	Brigitte.ryslinge@pcc.edu	9/21/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Building Construction Technology		Submitter name phone and email	Robert Steele # 7328 rsteele@pcc.edu
Prefix and Course Number:	BCT 202 D		Credits:	3
Course Title: (60 characters max)	Business Principles for Design/Build		Transcript Title (30 characters max)	Business Principles for Design/Build
Can this course be repeated?	☐ Yes ☐ No	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	X
Pass/No pass	X	☐
Audit in consultation with faculty	X	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Explores the fundamental business principles and practices used in managing a residential design-build construction company. Includes establishing objectives in marketing, operations and finance, and the relationship between those business activities and the planning and management methods for achieving objectives. Presents the general legal requirements, accounting and record keeping practices.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)

(double click on check box to activate dialog box)			
X 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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	• Identify typical business issues and study methods for business decisions and problem solving • Understand the legal requirements and value of record keeping • Develop business management forms or checklists for monitoring activities • Understand how to delegate and assign roles and responsibilities • Achieve learning objectives on business principles required by the Oregon Construction Contractors Board.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Work individually to create a reference manual of business principles with applications in achieving intended learning outcomes. • Work individually to produce a report that discusses a business management principle and its application to the student's work environment. • Complete individually an in-class assessment that applies business principles presented to a hypothetical fact pattern of a construction company. • Work in collaboration with another team member to create and present a business plan for an actual or hypothetical construction company, including vision, mission, and objectives in marketing, operations and finance.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Overview and nature of the business environment for construction; how to determine trends that influence a construction business; benefits in working with other business professionals like an accountant and banker. • Adjusting business activities in response to changes in the business environment, regulations or workforce. • Formation of a business and choosing a business entity; requirements for conducting a construction business in Oregon, including regulations by the Construction Contractors Board. • Business performance in achieving objectives; employer's duties and obligations; employee's rights and obligations to perform. • Understand Oregon employer requirements and employee responsibilities, including wage and hour regulations. • Understand business practices and methods in record keeping, tax forms

	and reporting. • Develop a marketing plan including social networking, benefits of trade associations • Understand selling in today's market

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Design/Build Remodeling	# credit: 107
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

Is this course used to supply related instruction for a certificate?	☐ Yes X No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If	BCT 202 C Business Principles for Construction Management.

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Robert Steele	rsteele@pcc.edu	9/21/11
SAC Administrative Liaison	Email	Date
Brigitte Ryslinge	brigitte.ryslinge@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Building Construction Technology		Submitter name phone and email	Robert Steele # 7328 rsteele@pcc.edu
Prefix and Course Number:	BCT 209		Credits:	3
Course Title: (60 characters max)	VectorWorks for Contractors ll		Transcript Title (30 characters max)	VectorWorks for Contractors ll
Can this course be repeated?	X Yes ☐ No	How many times? infinite	Contact hours: PER QUARTER	Lecture: 3 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	X
Pass/No pass	X	☐
Audit in consultation with faculty	X	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Explores and expands on the study of Vectorworks CAD based software . Covers file management, drawing tools and rendering methods used to create orthogonal project documents and realistic three-dimensional conceptual drawings. Introduces Renderworks software for adding life like effects, colors and textures to three-dimensional Vectorworks drawings. Prerequisite: BCT 105 or instructor permission

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: BCT 105	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	• **Draw three-dimensional pictorial drawings and working drawings for remodel and cabinet projects using Vectorworks CAD software.** • **Interpret site gathered information and translate into realistic 3D CAD drawings** • **Appraise drawing quality by printing VectorWorks drawings on DeskJet printers and plotters.**
Course activities and design: **(from CCOG)**	• Computer skills • Critical thinking • Computer vocabulary • Architectural vocabulary • Computer shortcuts • Construction mathematics • Visualization • Memorization
Outcomes assessment strategies: **(from CCOG)**	• **Students will draw a three-dimensional garden seat, 2 dimensional parts drawing and a worksheet with parts list.** • **Students will draw and plot a three-dimensional kitchen complete with lighting and rendering using Vectorworks with Renderworks.** • **Students will draw a three-dimensional residential building with landscaping using Renderworks textures, Vectorworks Backgrounds and Sun animation.**
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• **Vectorworks environment** • **2D object creation** • **3D object creation** • **3D viewing tools, including flyovers and walkthroughs** • **Worksheets** • **Practical layer and class setup for 3D models** • **3D models using VectorWorks' layer linking feature** • **Effective methods for lighting a model** • **Using RenderWorks to apply lifelike textures to models** • **Printing and plotting VectorWorks files** • **Vectorworks Backgrounds**

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Design/Build Remodeling	# credit:107
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes X No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

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

yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Robert Steele	rsteele@pcc.edu	9/21/11
SAC Administrative Liaison	Email	Date
Brigitte Ryslinge	brigitte.rysling@pcc.edu	9/21/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Microelectronic Technology		Submitter name phone and email	Shelton Fu 503 614 7620 sfu@pcc.edu
Prefix and Course Number:	MT131		Credits:	3.0
Course Title: (60 characters max)	Introduction to Programmable Logic Controllers		Transcript Title (30 characters max)	Intro to PLC
Can this course be repeated?	☒ Yes ☐ No	How many times? No limit	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)	Requires the purchase of a PLC simulation software (like a textbook purchase)	

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Introduces Programmable Logic Controller programming. Includes PLC components, architecture, execution cycle, data file type and management, variable monitoring, and basic programming instructions. Recommends MT121, MT122 or equivalent.

Addendum to course description:

Students will write ladder logic programs using a PLC simulator program on a PC. Instructions include bit, program control, timer, comparison, counter, and sequencer instructions. Depending on availability of time, data handling and bit shift instructions may also be covered.

Identify prerequiste, corequisite and concurrent course(s): ???

(double click on check box to activate dialog box)

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: Completion of Math 95 and WR 115, or instructor approval.	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Identify basic components of a PLC and describe their functions. Create, edit, down load, run PLC programs. Monitor variable values in real time in program execution. Read and understand simple ladder logic programs. Effectively write basic and intermediate level PLC programs. Perform simple debugging of programs. Provide proper documentation to programs.
Course activities and design: **(from CCOG)**	Instructor introduces various PLC programming concepts in lectures first. Students will then practice applying the concepts by writing programs to solve practical problems in the labs. Before the lab, instructor will introduce the lab project and provide hints for students. Students will be asked to complete the programs as homework if they are not done in the lab. Instructor will discuss with students solutions to the labs afterwards in class.
Outcomes assessment strategies: **(from CCOG)**	Students will be graded on their programs. A practical exam involving the writing of a program may also be required at the end of the term.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	1. PLC Hardware Intro a. Describe the PLC architecture b. Describe the PLC program execution cycle c. Describe various Data Memory Area and file types d. Be able to address digital I/O lines, bits in data memory and variables. 2. Ladder logic intro a. Explain the operation of ladder/relay logic b. Be able to navigate in the LogixPro software interface c. Familiarize with the LogixPro I/O Simulator d. Create, edit, "down load", run LogixPro programs e. Effectively use N.O switch, N.C. switch and coil output instructions. 3. File Types and Organization a. Explain the various file types, their purpose, and their relation to each other: project file, processor file, database file, program file and data file. b. Be able to describe the purpose, symbol, content, structure, and addressing of each data file type, including output, input, bit, integer,

floating point, counter, timer, processor status, and control file.
   c. Be able to monitor variable values in real time in program execution using the Data Table function.
4. Bit Instructions: explain and demonstrate the usage of each of the following bit instructions: XIC, XIO, output coil, latch, unlatch, and one shot.
5. Program Control Instructions:
   a. Be able to use JMP and LBL instructions to jump over rungs
   b. Be able to use MCR instruction to shut down operation of a section of a program
   c. Be able to create subroutines
   d. Be able to call subroutines in main ladder program.
6. Timer Instruction:
   a. Effective use on delay timer instruction TON
   b. Effective use off delay timer instruction TOF
   c. Be able to describe when retentive timer is used
   d. Effective use retentive timer instruction RTO
   e. Effective use timer reset instruction RES
   f. Explain the significance and be able to track status bits of various timer instructions.
7. Comparison Instructions:
   a. Effectively use comparison instructions: EQU, NEQ, LES, GRT, LEQ, GEQ
   b. Effectively use limit test instruction: LIM
   c. Effectively use masked comparison instruction: MEQ
8. Counter Instruction:
   a. Effectively use Counter Up (CTU) instruction
   b. Effectively use Counter Down (CTD) instruction
   c. Effectively use Reset (Res) instruction
9. Sequencer Instructions:
   a. Describe situations in which sequencer instructions are needed
   b. Effectively use SQO instruction
   c. Effectively use SQC instruction
10. Data Handling Instructions: (optional if time is available):
   a. Effectively use MOV instruction
   b. Effectively use MVM instruction
   c. Effectively use COP instruction
   d. Effectively use FRD and TOD instructions
11. Bit shift instruction: (optional if time is available)
   a. Effectively use BSL and BSR bit shift instructions

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

Rationale for the new course.	Address requirement of PLC skills by some of our industry partners on entry level technicians.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	None	# credit:
Name of degree(s):	AAS Degree in Microelectronics Technology (Microelectronic Technology option + Solar Voltaic Technology option + Automated Manufacturing Technology option)	# credit: MT option: 103 Solar: 100 Automation: 96
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement. We train students to operate, maintain, and trouble-shoot equipment that are very often controlled by PLCs.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	Yes, see below.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	Yes. ELT at Cascade also offers PLC courses. We gained approval by ELT chair Richard Willebrand.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	See above.
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	See above.
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Shelton Fu	sfu@pcc.edu	07/26/2011
SAC Administrative Liaison	Email	Date
Ryslinge, Birgitte	birgitte.ryslinge@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Criminal Justice	Submitter name phone and email	Jim Parks X5236 jparks@pcc.edu
Prefix and Course Number:	CJA 248	Credits:	3
Course Title: (60 characters max)	Community Building Through Officer Resilience	Transcript Title (30 characters max)	Comm. Build. Off. Resilience
Can this course be repeated?	☐ Yes ☒ No — How many times?	Contact hours: PER QUARTER	Lecture: 3 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Introduces a multi-disciplinary approach to managing the police-citizen encounter. Covers issues related to contemporary law enforcement culture, leadership and management including warrior ethos, ethics, personality, emotional and social intelligence, emotional regulation, stress management, mind fitness and human resiliency.

Addendum to course description:

Examines situations, issues and problems facing law enforcement ranging from traditional best practices and approaches to leadership, management and training of police officers. Covers organizational culture in American law enforcement as it relates to leadership, management, training and human sustainability on the job.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: PSY 201 or 201A	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: WR 121	☒ Prerequisite	☐ Corequisite	☐ pre/co
Course prefix & number: CJA 111	☒ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Identify, analyze and manage criminal justice operations and critical encounters and incidents through knowledge and skill improvement in collaboration, leadership, emotional and social intelligence, stress management, human resiliency, relationships, professionalism and community building. 2. Enhance quality police service by addressing institutional challenges with the latest approaches and practices for improved public relations and reduced citizen complaints. 3. Practice contemporary relational leadership skills with citizens that aid in reducing potential for necessary use of force and maximize potential for successful resolution in dynamic and stressful encounters. 4. Deliver police services to broadly diverse demographic areas using contemporary best practices in community building. 5. Improve individual resiliency through a developed personalized plan with an understanding of complex, holistic variables that contribute to occupational stress in the public safety industry.
Course activities and design: **(from CCOG)**	Activities may include but are not limited to: • Classroom lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: **(from CCOG)**	Methods of assessment may include the following: examinations, quizzes, an assignment, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	This course will familiarize students with topics that include but not limited to: • History and communication in law enforcement • Contemporary issues in policing strategies • Criminal justice lifestyle assessment • Emotional and social intelligence • Mindfulness and policing • Leadership qualities

	• Marketing, branding and law enforcement officers

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Improve delivery of police services through enhanced communication skills.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS in Criminal Justice	# credit: 95
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Will be an elective	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	None
Are there similar courses	No

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jim Parks	jparks@pcc.edu	8/15/2011
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	

Portland Community College

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:

	Name	E-mail Address
Person Submitting This Request	Judy Zimmerman	jzimmerm@pcc.edu
SAC Chair	Andrea Lowgren	andrea.lowgren@pcc.edu
SAC Admin Liaison	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WS 101	Course Title:	Introduction to Women's Studies
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:	WS 101	Course Title:	Introduction to Women's Studies

Course Description:	Surveys and critically analyzes the position of women in society, in terms of present realities and future possibilities. Provides a framework to connect personal experience with contemporary social and political issues.

Course Outcomes:	1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on diverse women's lives. 4. Identify and analyze social processes that construct gender roles. 5. Communicate skillfully by writing, speaking, and collaborating.

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 will develop understanding of basic principles by which culture is created and transmitted. Instantiations of these processes for and about women of differing co-cultures will be compared and contrasted

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Topics in WS 101 are understood from both personal and historical perspectives. Some of these topics include waged work, domestic labor, family structure, the beauty ideal, fashion, sexuality, and domestic violence.

C. Understanding of themselves and their natural and technological	

environments.	

D. Ability to reason qualitatively and quantitatively.	Students use extant feminist theories and methodologically sound social science data to analyze historical, current, and personally experienced events. Literature and the arts are used to cultivate qualitative reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	Students apply basic concepts of feminist theory to historical, current, and personally experienced events.

F. Aesthetic and artistic values.	The course aims to cultivate appreciation of women's contributions to literature, the fine arts, and the performing arts.

G. Understanding of the ethical and social requirements of responsible citizenship.	Students critically examine women's roles in the political process and social change efforts from the drive to women's suffrage to the present day. The role of civic engagement is understood as essential to the very development of Women's Studies as an academic discipline.

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 concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on diverse women's lives. 4. Identify and analyze social processes that construct gender roles.
***Note:** 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	The contributions of women in arts and literature are a central focus of the course. Basic methods of literary and art criticism are used to understand women's lives and elements of feminist thought as expressed in these works.

of life"?*	

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	WS 101 allows students to study, compare/contrast attitudes and values towards gender integral to both specific historical periods and diverse world cultures. A complex and nuanced understanding of gender (a fundamental practice of the discipline of Women's Studies) gives one of the most critical skills for analyzing human experience because every human experiences a gendered life and expresses her/himself in a gendered context. Socio-political issues, from local to global, all have a gendered component, which students are better able to critically evaluate after taking WS 101.
*__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

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Judy Zimmerman	jzimmerm@pcc.edu
SAC Chair	Andrea Lowgren	andrea.lowgren@pcc.edu
SAC Admin Liaison	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WS 101	Course Title:	Introduction to Women's Studies
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WS 101	Course Title:	Introduction to Women's Studies

Course Description:	Surveys and critically analyzes the position of women in society, in terms of present realities and future possibilities. Provides a framework to connect personal experience with contemporary social and political issues.

Course Outcomes:	1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on diverse women's lives. 4. Identify and analyze social processes that construct gender roles. 5. Communicate skillfully by writing, speaking, and collaborating.

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 will develop understanding of basic principles by which culture is created and transmitted. Instantiations of these processes for and about women of differing co-cultures will be compared and contrasted.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Topics in WS 101 are understood from both personal and historical perspectives. Some of these topics include waged work, domestic labor, family structure, the beauty ideal, fashion, sexuality, and domestic violence.

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

D. Ability to reason qualitatively and quantitatively.	Students use extant feminist theories and methodologically sound social science data to analyze historical, current, and personally experienced events. Literature and the arts are used to cultivate qualitative reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	Students apply basic concepts of feminist theory to historical, current, and personally experienced events.

F. Aesthetic and artistic values.	The course aims to cultivate appreciation of women's contributions to literature, the fine arts, and the performing arts.

G. Understanding of the ethical and social requirements of responsible citizenship.	Students critically examine women's roles in the political process and social change efforts from the drive to women's suffrage to the present day. The role of civic engagement is understood as essential to the very development of Women's Studies as an academic discipline.

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:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on diverse women's lives. 4. Identify and analyze social processes that construct gender roles. 5. Communicate skillfully by writing, speaking, and collaborating.

***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"?**	The relative contributions of biological versus psycho-social processes in the origin of women's roles in society are examined. The course examines ways that social-cultural forces shape women's experience and perceptions of women and their roles. The course promotes understanding of mechanisms by which systems of power, privilege and oppression are constructed and perpetuated. This knowledge is used to develop new understandings of women's experiences and future in 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"?**	Students reflect upon ways that basic social-psychological principles operate in their daily lives and in forming their perceptions of women. The course promotes the understanding that women's experiences are not uniform; that they vary according to ethnicity, race, social class, age, ability and sexual orientation.
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Judy Zimmerman	jzimmerm@pcc.edu
SAC Chair	Andrea Lowgren	andrea.lowgren@pcc.edu
SAC Admin Liaison	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WS 201	Course Title:	Women of the World
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WS 201	Course Title:	Women of the World

Course Description:	Examines the position of women in society from a cross-cultural perspective. Topics include the process of gender enculturation, women's lives in foraging, pastoral and agricultural societies and international issues such as female circumcision, infanticide, child brides and honor/dowry deaths

Course Outcomes:	1. Apply critical thinking skills to the investigation of international issues related to women. 2. Analyze how cultural differences define variations in gender roles and use that analysis to develop sensitivity and empathy towards different cultures. 3. Apply service learning experience and self reflection to enhance community and environmental responsibility. 4. Apply written, oral and advocacy skills to analyze problems women face in different cultures and work towards their solutions.

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 analyze basic gender enculturation processes in wide range of 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.	The course promotes the development of understandings of how women's roles, images, and experiences have evolved over time, using an international perspective. Students evaluate how these concepts manifest among their own cultural groups, and in their personal lives.

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

D. Ability to reason qualitatively and quantitatively.	The course facilitates awareness that women's experiences vary across cultures; and that within a given culture or sub-culture, an individual woman's experience may be unique. Social science research, literature, and the arts are used in these cross-cultural analyses.

E. Ability to conceptually organize experience and discern its meaning.	Students apply basic concepts of feminist theory to analyze international issues particular to women and women's lived experiences within a variety of cultures.

F. Aesthetic and artistic values.	Awareness and appreciation of women's contributions to literature, the fine and performing arts is cultivated.

G. Understanding of the ethical and social requirements of responsible citizenship.	Women's activities as change agents within their own cultures and their work as global citizens are explored and analyzed, with the goal of stimulating students' civic engagement within their own cultures.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply critical thinking skills to the investigation of international issues related to women. 2. Analyze how cultural differences define variations in gender roles and use that analysis to develop sensitivity and empathy towards different cultures. 3. Apply service learning experience and self reflection to enhance community and environmental responsibility. 4. Apply written, oral and advocacy skills to analyze problems women face in different cultures and work towards their solutions.

***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 critically examine international issues affecting women and girls. Students apply their burgeoning understandings of social-cultural processes in theses analyses in order that a more comprehensive conceptualization be developed.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Students explore the diversity of women's experience in international perspective. Through self-reflection and service learning the course promotes students' awareness and appreciation of their how their own experience is similar to and different from a wide range of women's experiences.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

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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:

	Name	E-mail Address
Person Submitting This Request	Judy Zimmerman	jzimmerm@pcc.edu
SAC Chair	Andrea Lowgren	andrea.lowgren@pcc.edu
SAC Admin Liaison	David Stout	dstout@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	WS 202	Course Title:	Women Working for Change
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WS 202	Course Title:	Women Working for Change

Course Description:	Examines how women have worked to empower girls and women and improve the conditions of their lives. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and prepares students to become effective change agents

Course Outcomes:	1. Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice. 2. Evaluate effective possibilities for empowering women and working toward positive change in the lives of women. 3. Use feminist theoretical perspectives to analyze social change efforts. 4. Communicate effectively in writing, collaborating, and speaking.

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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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 examines cultural patterns and their roles in perpetuating gender inequality.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The course explores the history of social change efforts in the feminist movement and how feminist theories of social change have evolved over time. The course aims to cultivate appreciation of the history of feminist activism and encourages students to identify ways that the feminist movement and its social change efforts has impacted their daily lives.

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

D. Ability to reason qualitatively and quantitatively.	The course critically evaluates historical and current feminist theories of social change, and their effectiveness in improving girls' and women's lives. Historical analysis methods, social science research, literature, and the arts are used in these efforts.

E. Ability to conceptually organize experience and discern its meaning.	The course stimulates the forming of connections between theories of feminist-based social change and students' lived experience.

F. Aesthetic and artistic values.	The course endeavors to cultivate student appreciation of the use of the arts and feminist ethical principles in feminist social change efforts.

G. Understanding of the ethical and social requirements of responsible citizenship.	The promotes the development of skills that enable students to be involved citizens and effective change agents.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events 2. Articulate ways that systems of power, privilege and oppression are created and maintained by social-cultural forces 3. Recognize the influences that systems of oppression have on diverse women's lives. 4. Identify and analyze social processes that construct gender roles. 5. Communicate skillfully by writing, speaking, and collaborating.

***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 engage in research projects and/or service learning activities that require the application of feminist theories of social change to a real world contexts. These theories and analyses demand consideration of the historical and cultural contexts of women's lives, as well as ways that systems of oppression are created and maintained in context.

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 feminist-based social change theories that are a focus of the course by definition demand that change efforts be culturally appropriate and sensitive to the wide range of circumstances of women's lives. In course assessments students gain actual experience with application of theory and must communicate the results of their change efforts in writing or speaking.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	