CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 6, 2010
Sylvania CC, Conference Rm B

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

Experimental Courses:

MTH 99 – Introduction to LaTEX
CH 199 – Intro to Chemistry of Sustainability
PE 199F – Bhangra Fitness
PE 199G – Cross-walk Fitness
ENGR 299 – Digital Logic Design
ENGR 299 – Digital Logic Design
PE 199J – Brazilian Jiu Jitsu
CJA 299F – Intro to Homeland Security
MP 199 – Intro to Electronic Health Records
TA 299B – Technical Theatre Production Workshop
TA 299A – Technical Theatre Production Workshop

Course Inactivation:
None

Available Grading Option:

PE 10 – Phy Ed Activity Program
VT 100, 101, 102, 103, 105,106, 107, 108, 109, 110111, 121, 150, 201 202, 203, 204, 205207, 208, 209, 210, 211
ENGR 100 - Exploring Engineering
BA 114 – Financial Survival
EMS 244, 246, 248, 250
CJA 280A – Criminal Justice CE
ED 208 – Outdoor School Leadership
MM 160 – Market Yourself as MM Profess
MM 150 – MM Proj Review, Test & Delivery
MM 120 – Multimedia Design
MM 110 – Intro to Multimedia
CAS 103, 104, 106, 109, 110, 121A, 151, 170A, 216A, OS 131
WR 115 – Intro to Expository Writing
WR 121 – English Composition
WR 122 – English Comp
WR 123 – English Comp
WR 222 – Writing Research Papers
WR 227 – Technical/Professional Writing

Old Business:

342. MA 123 – Medical Office Clinical Procedures
Related Instruction

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

344. MA 117 – Medical Office Administrative Procedures
Course Revision – Contact/Credit Hour

345. MA 125 – Administrative Directed Practice
Course Revision – Number, title, out
Withdrawn at SAC Request

346. MA 125 – Administrative Directed Practice
Course Revision – Contact/Credit Hour
Withdrawn at SAC Request

347. MA 133 – Clinical Directed Practicum
Course Revision – Number, Title, Out
Withdrawn at SAC Request

348. MA 133 – Clinical Directed Practicum
Course Revision – Contact/Credit Hour Change
Withdrawn at SAC Request

349. MA 120 – Introduction to Clinical Phlebotomy
New Course

354. SP 140 – Intro to Intercultural Comm
Course Revision – Out

355. SP 140 – Intro to Intercultural Comm
Designation – Cultural Literacy

363. FT 106 – Analysis of Movement
Course Revision – Des, Out
Withdrawn at SAC Request

364. FT 107 – Exercise Science I
Course Revision – Des, Out
Withdrawn at SAC Request

New Business:

1. CS 133G – Game Programming
Course Revision – Des, Out

2. CS 133G – Game Programming
Designation – General Education

3. CS 133U – Introduction to C
Course Revision – Des

4. CS 160 – Exploring Computer Science
Course Revision – Des, Out

5. CS 160 – Exploring Computer Science
Designation – General Education

6. CS 161 – Computer Science I
Course Revision – Des, Out

7. CS 161 – Computer Science I
Designation – General Education

8. CS 162 – Computer Science II
Course Revision – Des, Out

9. CS 162 – Computer Science II
Designation – General Education

10. CS 201 – Computer Systems
Course Revision – Des

11. CS 233G – Game Programming
Course Revision – Des, Out

12. ART 119 – Basic Design – 4D Foundations
New Course

13. DT 102 – Dental Technology Lab II
Related Instruction

14. DT 103 – Dental Technology Lab III
Related Instruction

15. MSD 122A – Strength Based Leadership
New Course

16. MSD 123A – Innovation and New Products
New Course

17. HST 101H – History of Western Civilization: Ancient to Medieval – Honors
New Course

18. HST 101 – Western Civilization: Ancient World to Medieval
Course Revision – Title, Des, Out

19. HST 101 – History of Western Civilization: Ancient to Medieval
Designation – Cultural Literacy

20. HST 102 – Western Civilization: Early Medieval to Modern
Course Revision – Title, Out

21. HST 102 – History of Western Civilization: Medieval to Early Modern
Designation – Cultural Literacy

22. HST 103 – Western Civilization: Modern Europe
Course Revision – Des, Out

23. HST 104 – Hst East Civ: Middle East
Course Revision - Out

24. HST 104 – History of Eastern Civilization: The Middle East
Designation – Cultural Literacy

25. HST 105 – History of Eastern Civilizations: Indian and South Asia Regions
Designation – Cultural Literacy

26. HST 106 – History of Eastern Civilizations: East Asia
Designation – Cultural Literacy

27. HST 203 – History of U.S.- III
Designation – Cultural Literacy

28. HST 225 – Hst Women Sex and the Family
Designation – Cultural Literacy

29. HST 271 – Hst Central America and the Caribbean
Designation – Cultural Literacy

30. HST 278 – Russian History I
Course Revision – Des, Out

31. HST 278 – Russian History I
Designation – Cultural Literacy

32. HST 279 – Russian History II
Course Revision – Des, Out

33. HST 279 – Russian History II
Designation – Cultural Literacy

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

35. WS 202 – Women Working for Change: History, Theory, and Practice
Course Revision – Req

36. BI 142 – Habitats: Marine Biology
Course Revision – Out

37. BI 142 – Habitats: Marine Biology
Designation – General Education

38. ESOL 56 – ESOL VESL Support Course
New Course

39. PE 182N – Adapted Physical Education
Course Revision – Title, Out

40. PE 162H – Bhangra Fitness
New Course

41. G 201 – Physical Geology
Course Revision – Outcomes

42. G 201 – Physical Geology
Designation – General Education

43. G 202 – Physical Geology
Course Revision – Outcomes

44. G 202 – Physical Geology
Designation – General Education

45. G 203 - Physical Geology
Course Revision – Outcomes

46. G 203 – Physical Geology
Designation – General Education

47. ENG 215 – Literature of Genocide
Course Revision – Des, Out

48. ENG 215 – Literature of Genocide
Designation – General Education

49. ENG 215 – Literature of Genocide
Designation – Cultural Literacy

50. ID 132 – Planning Interiors
Related Instruction

51. ID 133 – Space Planning and Design
Related Instruction

52. ID 138 – Intro to Kitchen and Bath Planning
Related Instruction

53. ID 236 – Lighting Design
Related Instruction

Curriculum Request Form
Related Instruction

Current Course Number: MA 123

Current Course Title: MEDICAL OFFICE CLINICAL PROCEDURES

Computation Hours: 25

Content (Activities, Skills, Concepts, etc.): **Student calculate body temperature both manually and electronically**

Student calculate body size ratios of newborn in conjunction with the normal standards and then graph those results

Student calculate which size blood pressure cuff to utilize in regards to patients size

Students calculate the angle of the needle in all parental injection to make sure they are entering into the correct layer of the body

Students calculate and evaluate Immunization records to see when patients are due for followup vaccines

Students evaluate cardiac cycles and relate them to normal heights and lengths of the QRS waves on an electrocardiograph

Students calculate the temperature needed for different types of surfaces that will be autoclaved and then input that information into the computer/autoclave
Students calculate reading different sizes of hypodermic syringes from insulin syringes to 60cc syringes

Contact Name: Jin Kim
Contact Email: jin.kim2@pcc.edu

Related Instruction for MA 124 – Med Office Clinical Procedures Lab

Computation Hours: 25

Content: Student calculating vital signs; using multiplication and division skills to determine pulse rate, respiratory rate. Used in all patient assessment modules.

Student calculating conversions to arrive at appropriate medication dosages, reading prescriptions, and entering that input into the EMR.

Student explaining to paitents how much medication to take by converting to household measurements.

Student calculation of intravenous fluid concentrations to oxygen administration by the use of ratio's and proportions

Student calculation of Body Mass Index of patient

Student calculation and analyzing of arterial blood gas results

Student input and calculate Spirometry testing based on height, weight, temperature and barometric pressure

Student calculate parental injections by converting doctors orders into a medical dose
that will be administered to the patient via hypodermic needle

Student predict menstrual cycles and pregnancy dates via addition and subtraction

Student calculate and interpret audiometry reading

Student calculate and interpret Snellen and Ishihara exams

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Medical Assisting	Submitter name, phone, and email	Jin Kim 503-978-5664 jin.kim2@pcc.edu
Course prefix and number	MA 117	Course title	Medical Office Administrative Procedures

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
•1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
•1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture 4		Lecture 3	
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	12	Total weekly contact hours	9
Total credits	4	Total credits	3
Reason for change:			

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 X 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?

X 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?

X Yes ☐ No	If yes, please explain	This will not directly impact Columbia Gorge CC but because they are still under our umbrella they have been notified of our changes and will change their curriculum to match ours after approval.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
X Yes ☐ No	If yes, please describe	
Implementation term		☐ Next available term after approval X Specific term – Spring 2011

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Medical Assisting		Submitter name phone and email	Jin Kim	
Prefix and Course Number:	MA 120		Credits:	1	
Course Title: (60 characters max)	Introduction to Clinical Phlebotomy		Transcript Title (30 characters max)	Intro to Clinical Phlebotomy	
Can this class be repeated?	☐ Yes X No	How many times?	Contact hours:	Lecture: Lec/lab: 2 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	☐
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. Include course recommendations in the description. (the field expands as needed)

Introduces basic venipuncture and skin puncture techniques as well as proper specimen-handling procedures as dictated by the Clinical and Laboratory Institute Standards (CLSI). Prepare and train to function as an internal member of the ambulatory clinical lab care setting.

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:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course	This course will be taken as part of first term for students officially accepted into the Medical Assisting program. The prereq would state "Dept Permission Needed".		

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)**	**1.** Use effective communication that represents competence and professionalism in the laboratory setting **2.** Abide HIPAA laws and its implications in the laboratory setting; **3.** Perform phlebotomy and capillary specimen collection **4.** Collect and prepare a variety of basic laboratory specimens **5.** Perform basic laboratory testing and associated quality control **6.** Use laboratory safety techniques when collecting specimens and performing laboratory testing
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Students will be given lecture quizzes and exams. There is also a scheduled final examination. 2. Laboratory Assessment – Students will be evaluated on an on-going basis for their skills in the blood collection techniques. A log of successful, unaided venipunctures and skin punctures must be kept. These logged-in specimens will be signed off by the instructor after assessing proper technique.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	1. Articulate and demonstrate the phlebotomist's role in the overall healthcare delivery system. 2. Demonstrate awareness of the governmental laws and guidelines regulating the laboratories, including quality assurance and safety. 3. To perform the various blood collection techniques under the direction of qualified instructors, in a safe and timely manner. 4. Demonstrate the use of various types of equipment, including syringes, needles, evacuated tubes, PPE, vacutainer supplies, anticoagulants and preservatives used in blood collection techniques. 5. Demonstrate the role of the professional phlebotomist as a front-line representative of the clinical laboratory. 6. Demonstrate a basic understanding of the anatomy and physiology of the human body systems as related to the profession of phlebotomy and medical assisting. 7. Demonstrate the importance and understanding of appropriate personnel in the health care setting, patient interactions, and legal implications as they apply to the work environment.

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.	Students tend to struggle greatly when they reach their second term class, MLT 100. They complain that they feel unprepared to begin phlebotomy on top of learning all the other clinical laboratory skills and

	tests.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X Yes ☐ No
Name of certificate(s):	Medical Assisting Certificate	# credit: 43
Name of degree(s):		# 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 X hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain) I'd like to see this class start out on campus and possibly lead to a hybrid format.
Transferability: Will this course transfer to another academic institution? Identify	Probably not.
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	n/a

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	n/a
Implementation term:	X Next available term after approval ☐ Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jin Kim	jin.kim2@pcc.edu 5/7/10	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 5/7/10	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Speech Communication/Communication Studies	Submitter name Phone Email	Patricia Semura & Doris Werkman 503.978.5214 & 503.977.5854 psemura@pcc.edu
Current prefix and number	SP 140	Proposed prefix and number	
Current course title	Intro to Intercultural Comm	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Reason for change	

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
• Continue to use an understanding of diversity and cultural factors in communication in order to conceptualize and empathize with diverse viewpoints and philosophies • Manage one's own cultural filters in order to more effectively communicate with others. • Continue to adjust communicative behavior with others who are different than self in all aspects of life, including business, travel and personal interactions in order to remain sensitive to cultural differences	• Continue to explore how culturally-based assumptions influence communicative behaviors, perceptions, and attitudes • Continue to examine historical-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors and issues • Continue to critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs • Continue to analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication. • Continue to explore intercultural communication in terms of power relationships
Reason for change	To refine previous outcomes and to reflect that knowledge of communication in terms of power relationships and how social institutions perpetuate systems of privilege and discrimination have also been essential to the content of SP 140 .

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patricia Semura, Jorge Espinosa Co-chairs	psemura@pcc.edu	April 28, 2010
Steve Ward, SAC Administrative Liaison	sward@pcc.edu	May 6, 2010

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:	SP 140	Course Title:	Intro to Intercultural Comm

Course Description:	Explores the nature and impact of different cultures on communication. Includes interactive relationship forms as the basis for global understanding in the classroom, business or travel. Focus on processing messages with accelerating changes in political economic, and immigration patterns through individual cultural perceptions. Understand and communicate with people who are "different."

Course Outcomes:	• See course outcomes listed below in next section.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Continue to explore how culturally-based assumptions influence communicative behaviors, perceptions, attitudes • Continue to examine historical-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues • Continue to critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs • Continue to analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication • Continue to explore intercultural communication in terms of power relationships

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.	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, 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.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Patricia Semura & Doris Werkman	psemura@pcc.edu

SAC Chair	Name E-mail	Address
	Patricia Semura, Jorge Espinosa	psemura@pcc.edu, jespinos@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 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	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS133G	Proposed prefix and number	
Current course title	Introduction to Computer Games	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
Fundamentals of computer game development, including a survey of computer game categories and platforms, major game components, an overview of the game development process, and an introduction to game graphics. This course will design and develop some elementary two-dimensional computer games.	Introduces fundamentals of computer game development, including a survey of computer game categories and platforms, major game components, the game development process, and game graphics. Students design and develop elementary two-dimensional computer games.

Reason for change	Had to be reworded.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the 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
On completion of this course students should be able to: • Discuss the cultural background of video gaming: literature, film, television, theater, and interactive arts. • Discuss the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. • Describe and utilize an effective methodology for game development and testing, emphasizing interdisciplinary teamwork throughout. • Develop and storyboard a video game idea. • Develop a rudimentary design document. • Describe and implement the basic structure of a video game. • Describe and implement a simple 2D graphics game environment. • Discuss the general outline of 3D graphics game environments.	On completion of this course students should be able to: • Use an understanding of the cultural background of video gaming: literature, film, television, theater, and interactive arts, in order to develop good computer games. • Employ the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. • Utilize an effective methodology for game development and testing, emphasizing interdisciplinary teamwork throughout. • Develop and storyboard a video game idea, and develop a rudimentary design document. • Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments.

Reason for change	Did not meet curriculum and state standards.

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

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

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayathridevi Iyer	gd.iyer@pcc.edu	05/12/2010
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	05/12/2010

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	Colin Goble	cgoble@pcc.edu

	Name E-mail	Address
SAC Chair	Gayathridevi Iyer	gd.iyer@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:	CS 133G	Course Title:	Introduction to Computer Games

Course Credits:	4	Gen Ed Category:	Comp. Sci.

Course Description:	Introduces fundamentals of computer game development, including a survey of computer game categories and platforms, major game components, the game development process, and game graphics. Students design and develop elementary two-dimensional computer games.

Course Outcomes:	On completion of this course students should be able to: • Use an understanding of the cultural background of video gaming: literature, film, television, theater, and interactive arts, in order to develop good computer games. • Employ the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. • Utilize an effective methodology for game development and testing, emphasizing interdisciplinary teamwork throughout. • Develop and storyboard a video game idea, and develop a rudimentary design document. • Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments.

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.	• Use an understanding of the cultural background of video gaming: literature, film, television, theater, and interactive arts, in order to develop good computer games. In attaining this outcome the course includes a discussion of the cultural background of video gaming in various countries around the world.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	• Use an understanding of the cultural background of video gaming: literature, film, television, theater, and interactive arts, in order to develop good computer games. The attainment of this outcome includes a discussion of the history of video gaming in various countries as well as a discussion of the role of gender in video gaming.

C. Understanding of themselves and their natural and technological environments.	• Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments. The implementation of a simple 2D game requires an understanding of the relevant technological environment. Good game software design emphasizes usability and end-user compatibility, and the ability to use the resulting product in a non-technical milieu.

D. Ability to reason qualitatively and quantitatively.	• Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments. • Develop and storyboard a video game idea, and develop a rudimentary design document. Attainment of this outcome (especially the implementation of a video game) requires ability to reason qualitatively and quantitatively.

E. Ability to conceptually organize experience and discern its meaning.	• Develop and storyboard a video game idea, and develop a rudimentary design document. This outcome requires organization and presentation of one's thoughts based on experience and the meaning one has discerned.

F. Aesthetic and artistic values.	• Employ the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. Video Games are intended to interact with humans, and the aesthetic and artistic requirements of good user interface are explored through the use of Graphic arts and Multimedia, and locally based gaming programs.

G. Understanding of the ethical and social requirements of responsible citizenship.	This course discusses the ethical and social aspects of responsible citizenship as they relate to video gaming, in various cultural contexts.

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.*	On completion of this course students should be able to: • Use an understanding of the cultural background of video gaming: literature, film, television, theater, and interactive arts, in order to develop good computer games. • Employ the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. • Utilize an effective methodology for game development and testing, emphasizing interdisciplinary teamwork throughout. • Develop and storyboard a video game idea, and develop a rudimentary design document. • Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments.
***Note:** 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"?**	• Employ the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. • Utilize an effective methodology for game development and testing, emphasizing interdisciplinary teamwork throughout. • Develop and storyboard a video game idea, and develop a rudimentary design document. • Implement a simple 2D graphics game environment and the general outline

	of 3D graphics game environments. The above outcomes all address skills in gathering, comprehending and communicating technical information, and exploring ideas and models.

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"?**	• Utilize an effective methodology for game development and testing, emphasizing interdisciplinary teamwork throughout. This outcome requires the student to apply scientific and technical modes of inquiry in the design and development of a computer game. It requires collaborative teamwork. • Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments. This outcome requires an evaluation of various programming approaches, solving programming problems, and making evidence based decisions.

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"?**	• Employ the interplay of the various disciplines involved in a successful video game: Graphic arts and Multimedia, Business, Computer Science. This outcome directly addresses the strengths and weaknesses of various disciplines and how they relate to the development of successful video games, which are now a major part of western society.

Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

4a is addressed directly by the collaborative, hands-on development of computer games in this class which develop scientific reasoning and the capacity to apply mathematics (co-ordinate geometry) 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. This is addressed directly by the following outcomes:

- Develop and storyboard a video game idea, and utilize an effective methodology for game development and testing.
- Implement a simple 2D graphics game environment and the general outline of 3D graphics game environments.

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	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS133U	Proposed prefix and number	
Current course title	**Introduction to C**	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
Introduction to C Solve real-world problems using structured programming principles and the C programming language in a MS DOS/Windows environment. Introduces with little or no previous programming experience the world of computer programming through development of C programs to solve practical problems. Recommended: Computer Literacy (such as completion of CIS 120).	Introduces computer programming through development of C programs to solve practical problems. Recommended: Exploring Computer Science CS 160.

Reason for change	Very confusing and too wordy for students.

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

On completion of this course the student should be able to:
• Software Engineering Process
  o Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs.
  o Employ good software engineering practices such as incremental development, data integrity checking, and adherence to style guidelines.
  o Construct simple programs demonstrating use of:
  o Effective interactive input/ouput
  o Data validation
  o Basic mathematical algorithms
  o Simple sorting and searching
  o Use standard design patterns such as:
  o Interactive input/output
  o File processing
  o Array processing
• Computer Science Theory
  o Select and model data appropriately using primitive and structured types.
  o Analyze and construct effective algorithms and translate to appropriate control structures in an implementation language.
• Technology and Tools
  o Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.
• Communication
  o Identify and comprehend technical documentation.
  o Work well with peer developers in team situations including mentoring and peer reviews.
	On completion of this course students should be able to:
	• Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs.
	• Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software.
	• Employ good software engineering practices such as incremental development, data integrity checking, and adherence to style guidelines.
	• Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.
	• Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language.
	• Effectively use software development tools including libraries, compilers, editors, linkers and debuggers when writing software programs.

Reason for change	

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

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

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS160	Proposed prefix and number	
Current course title	Exploring Computer Science	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
Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended: Computer Literacy (such as completion of CIS 120); placement at MTH 65 and RD 115.	Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended: RD 115 or equivalent, MTH 60 or higher placement test score.

Reason for change	Had to be reworded and changed recommended.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the 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
On completion of this course the student should be able to: • Identify career opportunities in computer science and distinguish computer science from related disciplines. • Develop and analyze simple algorithms. • Design, code, and test a simple program. • Demonstrate representation of numeric, character, video, audio data in digital form. • Describe the operation of computer hardware. • Use a variety of problem-solving strategies. • Identify the underlying computational limitations of computers. • Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. • Describe different data organization techniques, including data structures, files, records and databases.	On completion of this course the student should be able to: • Identify career opportunities in computer science and distinguish computer science from related disciplines. • Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. • ~~Identify~~ Use an understanding of the underlying computational limitations of computers when identifying solutions~~.~~ • Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. • ~~Distinguish between~~ Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data.~~.~~

Reason for change	Did not meet curriculum and state standards.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayathridevi Iyer	gd.iyer@pcc.edu	05/12/2010
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	05/12/2010

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

Note:
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	Colin Goble	cgoble@pcc.edu

	Name E-mail	Address
SAC Chair	Gayathridevi Iyer	gd.iyer@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:	CS 160	Course Title:	Exploring Computer Science

Course Credits:	4	Gen Ed Category:	Comp. Sci.

Course Description:	Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended: RD 115 or equivalent, MTH 60 or higher placement test score.

Course Outcomes:	On completion of this course the student should be able to: • Identify career opportunities in computer science and distinguish computer science from related disciplines. • Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. • Use an understanding of the underlying computational limitations of computers when identifying solutions • Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. • Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Computer technology is an integral part of contemporary culture in the United States and around the world. This course explores career options and helps students develop rudimentary software development skills. The use of Ceebot and Internet technology in this course allows integration of web-enabled software examples developed in other cultures, including, European, Asian, and Middle-Eastern software products.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Individuals from many cultures have influenced the technology. Gender bias towards males in this discipline tends to be a North American and Western European characteristic, and the significant contributions of women to the development of software technology are explored. The history of computers is explored in detail in the course.

C. Understanding of themselves and their natural and technological environments.	• Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. • Use an understanding of the underlying computational limitations of computers when identifying solutions. • Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data. The above outcomes all require an understanding of themselves and their natural and technological environments.

D. Ability to reason qualitatively and quantitatively.	• Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. The above outcomes require ability to reason qualitatively and quantitatively.

E. Ability to conceptually organize experience and discern its meaning.	• Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. The students are required to discern and organize salient features of their environment and experience, and integrate these features into a coherent conceptual framework.

F. Aesthetic and artistic values.	Artificial Intelligence and Expert Systems (one of the course topics) are intended to interact with humans, and the aesthetic and artistic requirements of good user interface are explored through the use of Internet and locally based software programs.

G. Understanding of the ethical and social	• Apply ethical understanding of issues of privacy, professional integrity, and

requirements of responsible citizenship.	service to work in the field. This outcome addresses this topic directly.

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.*	On completion of this course the student should be able to: • Identify career opportunities in computer science and distinguish computer science from related disciplines. • Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. • Use an understanding of the underlying computational limitations of computers when identifying solutions. • Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. • Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data.

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

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate	• Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. The above outcomes all address this question directly.

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"?**	• Identify career opportunities in computer science and distinguish computer science from related disciplines. • Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. • Use an understanding of the underlying computational limitations of computers when identifying solutions. • Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. • Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data. Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data.The first three outcomes above enable a student to apply scientific and technical modes of inquiry. The last three outcomes above require critical evaluation of existing or alternative explanations, solve problems, and make evidence based decisions.

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"?**	• Develop and analyze simple algorithms, and design, code, and test a program. • Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. • Use an understanding of the underlying computational limitations of computers when identifying solutions. • Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data. The above outcomes all address the assessment 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.

4a is addressed directly by the collaborative, hands-on development of robotic missions in this class which develop scientific reasoning and the capacity to apply mathematics (co-ordinate geometry) 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. This is addressed directly by the following outcomes:

- Develop and analyze simple algorithms, and design, code, and test a program.
- Use a variety of problem-solving strategies, and be aware of the operation of computer hardware.

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	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS161	Proposed prefix and number	
Current course title	Computer Science I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Computer Science I Introduces control structures, functions, arrays, and pointers. Concepts of data representation and algorithm design; sorting and searching; lab exercises. Recommended: MTH 111; WR 121; CS 160. completion of (CS 160 or CIS 122). (For CIS students: please contact instructor if you need a prerequisite waiver.)	Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Learn to write programs in a high level programming language. Surveys current social and ethical aspects of computer science. Recommended: MTH 111; WR 121; CS 160.

Reason for change	Had to be reworded.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the 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
On completion of this course students should be able to: • Software Engineering Process o Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. o Employ good software engineering practices such as incremental development, encapsulation, data integrity checking, and adherence to style guidelines. o Create appropriate user interfaces for simple programs. o Identify and use standard design patterns where appropriate. • Computer Science Theory o Select and model data appropriately using primitive and aggregate types. o Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. • Technology and Tools o Effectively use software development tools including libraries, compilers, editors, linkers and debuggers. • Communication o Identify and comprehend technical documentation.	On completion of this course students should be able to: ▪ Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. ▪ Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. ▪ Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). ▪ Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. ▪ Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. ▪ Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.

Reason for change	Did not meet curriculum and state standards.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayathridevi Iyer	gd.iyer@pcc.edu	05/12/2010
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	05/12/2010

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	Gayathridevi Iyer	gd.iyer@pcc.edu

	Name E-mail	Address
SAC Chair	Gayathridevi Iyer	gd.iyer@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:	CS161	Course Title:	Computer Science I

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Comp. Sci.

Course Description:	Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Learn to write programs in a high level programming language. Surveys current social and ethical aspects of computer science. Recommended: MTH 111; WR 121; CS 160.

Course Outcomes:	On completion of this course students should be able to: ▪ Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. ▪ Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. ▪ Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). ▪ Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. ▪ Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. ▪ Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.

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.	Computer technology is an integral part of contemporary culture in the United States, and this course introduces students to specific techniques used to design and implement computer software. Students must be aware of cultural differences in user populations in order to design effective software, and must be familiar with global software design requirements. The use of C++ and Internet technology in this course allows integration of web-enabled software examples developed in other cultures, including Russian, European, Asian, and Middle-Eastern software products. The WWW was developed in Europe by CERN.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Object oriented techniques and the C++ programming language are recent innovations, and the historical framework of their development is discussed in the course. Individuals from many cultures have influenced the technology. Gender bias towards males in this discipline tends to be a North American and Western European characteristic, and the significant contributions of women to the development of software technology are explored.

C. Understanding of themselves and their natural and technological environments.	Students learn to design software, which facilitates understanding our technological society. Good software design emphasizes usability and end-user compatibility, and the ability to use the resulting product in a non-technical milieu.

D. Ability to reason qualitatively and quantitatively.	The core concepts of software engineering are explored using abstraction, emphasizing abstract reasoning and qualitative analysis through the design and algebraic formulation of algorithms. Procedural reasoning and quantitative analysis emphasized in the process of software design, implementation, and verification. The students create programs in C++ and then develop test plans to verify the correctness of their results.

E. Ability to conceptually organize experience and discern its meaning.	The process of program and implementation is one of problem solving and the abstract modeling of a “real world” environment. The students are required to discern and organize salient features of their environment and experience, integrate these features into a coherent conceptual framework, and implement their models using C++ language.

F. Aesthetic and artistic values.	Good systems design embodies the minimalist aesthetic of abstract mathematics, and students are encouraged to design systems with minimal complexity and maximal functionality. Web applications (one of the course topics) are intended to interact with humans, and the aesthetic and artistic requirements of good user interface are explored through the use of Internet and locally based software programs.

G. Understanding of the ethical and social requirements of responsible citizenship.	Copyrights, plagiarism, software piracy, and ownership of intellectual property are discussed in the context of academic honesty and general social responsibility.

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

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

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

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	On completion of this course students should be able to: ▪ Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. ▪ Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. ▪ Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). ▪ Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. ▪ Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. ▪ Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.
***Note:** 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	The course emphasizes the integrative nature of the different topics. Students explore problem solving strategies, analytical reasoning, and analogical approaches to technology issues. Students analyze and construct efficient and effective algorithms and implement these using C++ software development methodologies. Students discuss the immediate problems of system design and implementation, and the long-term effects of new technology on the larger society. The effect of innovation on software development technology is explored.

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"?**	Computer software is a morally neutral technology that may conform or contradict normative ethical guidelines when implemented. The software engineering discipline includes codes of ethics (e.g. the ACM Code of Ethics) that outline a variety of deontological principles (e.g. "Be honest and trustworthy" and "Honor property rights") and teleological guidelines designed to prevent the development and spread of malicious software

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"?**	Students learn to design software, which facilitates understanding of our technological society. Procedural reasoning and quantitative analysis are emphasized in the process of software design, implementation, and verification. Students are exposed to the ethical responsibilities of software developers early in the course through a discussion of incidents of "software gone bad" resulting in human fatalities, financial loss, service disruptions, and development project failures.

****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.

4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems. This is addressed directly by the following outcomes:

- Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language.

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS162	Proposed prefix and number	
Current course title	Computer Science 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. Include recommendations 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
Computer Science II Programming using a high level programming language. Topics include: Conditionals, I/O, Files, Functions, Classes, Pointers, Dynamic Memory, Linear Linked lists, and Multi-Dimensional Arrays. Program correctness, verification, and testing. Recommended: MTH 112; WR 121; CS 140U; CS 161 or one term equivalent programming experience.	Explores Classes, Pointers, Dynamic Memory, Linear Linked lists, Multi-Dimensional Arrays, Program correctness, verification, and testing. Recommended: MTH 112; WR 121; CS 161 .

Reason for change	Had to be reworded.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the 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
On completion of this course students should be able to: • Employ a deep knowledge of the procedural paradigm and a recognized software development methodology to develop computer programs. • Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding. • Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs. • Be successful in subsequent college level Computer Science coursework.	On completion of this course students should be able to: • Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. • Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). • Employ a deep knowledge of the procedural paradigm and a recognized software development methodology to develop computer programs that emphasizes usability and end-user compatibility. • Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding. • Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs. • Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.

Reason for change	Did not meet curriculum and state standards.

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

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

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayathridevi Iyer	gd.iyer@pcc.edu	05/12/2010
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	05/12/2010

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	Gayathridevi Iyer	gd.iyer@pcc.edu

	Name E-mail	Address
SAC Chair	Gayathridevi Iyer	gd.iyer@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:	CS162	Course Title:	Computer Science II

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Comp. Sci.

Course Description:	Explores Classes, Pointers, Dynamic Memory, Linear Linked lists, Multi-Dimensional Arrays, Program correctness, verification, and testing. Recommended: MTH 112; WR 121; CS 161.

Course Outcomes:	On completion of this course students should be able to: • Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. • Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). • Employ a deep knowledge of the procedural paradigm and a recognized software development methodology to develop computer programs that emphasizes usability and end-user compatibility. • Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding. • Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs. • Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.

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.	Computer technology is an integral part of contemporary culture in the United States, and this course introduces students to specific techniques used to design and implement computer software. Students must be aware of cultural differences in user populations in order to design effective software, and must be familiar with global software design requirements. The use of C++ and Internet technology in this course allows integration of web-enabled software examples developed in other cultures, including Russian, European, Asian, and Middle-Eastern software products. The WWW was developed in Europe by CERN.

B. Appreciation of 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++ techniques are a recent innovation, and the historical framework of their development is discussed in the course. Individuals from many cultures have influenced the technology. Gender bias towards males in this discipline tends to be a North American and Western European characteristic, and the significant contributions of women to the development of software technology are explored.

C. Understanding of themselves and their natural and technological environments.	Students learn to design software, which facilitates understanding our technological society. Good software design emphasizes usability and end-user compatibility, and the ability to use the resulting product in a non-technical milieu.

D. Ability to reason qualitatively and quantitatively.	The core concepts of object-oriented software engineering are explored using abstraction, emphasizing abstract reasoning and qualitative analysis through the design and algebraic formulation of algorithms. Procedural reasoning and quantitative analysis emphasized in the process of software design, implementation, and verification. The students create programs in C++ and then develop test plans to verify the correctness of their results.

E. Ability to conceptually organize experience and discern its meaning.	The process of program and implementation is one of problem solving and the abstract modeling of a “real world” environment. The students are required to discern and organize salient features of their environment and experience, integrate these features into a coherent conceptual framework, and implement their models using object-oriented C++ technology.

F. Aesthetic and artistic values.	Good systems design embodies the minimalist aesthetic of abstract mathematics, and students are encouraged to design systems with minimal complexity and maximal functionality. Web applications (one of the course topics) are intended to interact with humans, and the aesthetic and artistic requirements of good user interface are explored through the use of Internet and locally based software programs.

G. Understanding of the ethical and social requirements of responsible citizenship.	Copyrights, plagiarism, software piracy, and ownership of intellectual property are discussed in the context of academic honesty and general social responsibility.

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

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

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

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	On completion of this course students should be able to: • Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. • Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). • Employ a deep knowledge of the procedural paradigm and a recognized software development methodology to develop computer programs that emphasizes usability and end-user compatibility. • Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding. • Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs. • Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.

***Note:** 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	The course emphasizes the integrative nature of the different topics. Students explore problem solving strategies, analytical reasoning, and analogical approaches to technology issues. Students analyze and construct efficient and effective algorithms and implement these using C++ object oriented methodologies. Students discuss the immediate problems of system design and

to explore ideas, models, and solutions and generate further questions"?**	implementation, and the long-term effects of new technology on the larger society. The effect of innovation on software development technology is explored.

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"?**	Computer software is a morally neutral technology that may conform or contradict normative ethical guidelines when implemented. The software engineering discipline includes codes of ethics (e.g. the ACM Code of Ethics) that outline a variety of deontological principles (e.g. "Be honest and trustworthy" and "Honor property rights") and teleological guidelines designed to prevent the development and spread of malicious software.

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"?**	Students learn to design software, which facilitates understanding of our technological society. Procedural reasoning and quantitative analysis are emphasized in the process of software design, implementation, and verification. Students are exposed to the ethical responsibilities of software developers early in the course through a discussion of incidents of "software gone bad" resulting in human fatalities, financial loss, service disruptions, and development project failures.

Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS201	Proposed prefix and number	
Current course title	Computer Systems	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces computer systems from a software perspective. Provides an overview of C and assembly language programming and reading skills. Learn basic systems programming skills and tools, measure and improve program performance based on an understanding of key aspects of machine architecture.	Introduces computer systems from a software perspective. Provides an overview of C and assembly language programming and reading skills. Explore basic systems programming skills and tools, measure and improve program performance based on an understanding of key aspects of machine architecture. Recommended: CS140U, CS 162.

Reason for change	Recommended was added.

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

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
Gayathridevi Iyer	gd.iyer@pcc.edu	06/16/2010
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	06/16/2010

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS233G	Proposed prefix and number	
Current course title	Game Programming	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
Object-oriented architectures and software design patterns used for game design. Students work with a game engine software framework to design and implement several kinds of games. Additional topics include animation techniques, physics simulation, user controls, graphical methods, and intelligent behaviors. Recommended: Object-oriented programming in C++ and/or C#, such as CS 162, CIS 211, or CIS 234N.	Introduces object-oriented architectures and software design patterns used for game design. Explores a game engine software framework to design and implement several kinds of games, animation techniques, physics simulation, user controls, graphical methods, and intelligent behaviors. Recommended: one term of a programming language such as C, C++, Java or C#.

Reason for change	Correct errors in the recommended pre-requisites.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the 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
On completion of this course students should be able to: • Develop and Storyboard a video game idea. • Develop a Design Document. • Describe and implement the basic structure of a video game. • Describe and implement both 2D and 3D graphics game environments. • Describe and implement game audio. • Describe and implement the necessary algorithms, data structures, and optimization for video game development. • Describe and utilize an effective software engineering methodology for game development and testing.	On completion of this course students should be able to: • Develop and storyboard a video game idea, and develop a design document. • Implement a complete 2D game, including the gameplay, character design and animation, multiple levels, the user interface, and game audio. • Implement the general outline of a 3D game, including game object kinetics and dynamics, and camera management in a three dimensional co-ordinate space. • Use an understanding of the necessary algorithms, data structures, and optimization for successful video game development. • Apply effective engineering methodology for game development and testing.

Reason for change	

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

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

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

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayathridevi Iyer	gd.iyer@pcc.edu	06/16/2010
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	06/16/2010

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: Art		Submitter name Phone Email	Ben Buswell 503-614-7329 Benjamin.buswell@pcc.edu
Course Prefix and Number:	Art 119	# Credits:	3
Course Title: 60 characters max	Basic Design- 4D Foundations	Transcript Title (30 characters max)	Basic Design- 4D Foundations
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	xx Yes ☐ No How many times? 3	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): 60 Lab (# of hours):

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	xx	xx
Pass/No pass	xx	☐
Audit in consultation with faculty	xx	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes xx No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**	$18		

Course Description: (field will expand as needed)	4D Design is a course that introdu ces the basic principles of time, as it relates t o the creative arts, which include the notion of occurr ence and th e episodic, duration, te mpo, intensity, scope and context. This course introduces concepts, processes and basic use of related tools and te chnology as a means to prepare stu dents for continuing f ine and design art work at the 200 level. A time based art design foundations studio experience centers on creative problem solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. The course uses a broad range of materials, techniques and projects to engage concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

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

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

XX☐ 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:	Course may include demonstrations, slides, lectures, films, and field trips. College level reading comprehension is necessary. ART 119 fulfills Arts and Letters requirements for block transfer and PCC graduation.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life 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)**	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Apply the elements of time to visual and temporal problems using a variety of media. • Achieve competent use of composing and editing methods with artist books, performance, digital media, video, sound, and site based concerns in a variety of contexts. • Use basic vocabulary of time based concerns in critique of one's own work and others in both written and oral form. • Synthesize course material and it's relationship to other foundation level areas of study. • Introduce tools and technologies of time based media. • Know and use the PCC library and other campus resources. • Create personally significant works of time based art, applying basic design concepts and techniques. • Assess, evaluate, appreciate and respect 4D design work. • Develop creative solutions to 4D design problems. • Handle art materials with environmental awareness and responsibility.

Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	Students will: • Participate in studio work sessions, class discussions and critiques. • Create original visual solutions: from design concept through process to self-reflection and evaluation. • Observe and demonstrate understanding of the effect of visual elements and art principles evidenced through the design process, which may include journals/sketchbooks, tests, presentations, preliminary studies, design projects, and/or writing assignments. • Demonstrate increasing technical skill and innovation in the application of the design process.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Practice observation of visual relationships found in natural and manmade designs. • Demonstrate understanding and use of basic formal design concepts; elements and principles of time based art, as they apply to a variety of media and processes formats. • Time based processes may include, artist books, performance, digital media, video, sound, image capture, and site based concerns. • Understand and utilize aspects of perceptual, conceptual (imagining, experiencing, visualizing, symbolizing, playing) and expressive processes in creating time based works. • Discuss an understanding of historical and contemporary perspectives in the use of visual elements and time based art principles and their relationship to content and manifestation of ideas. • Unifying/ Organizing 4D Design Principles: -Concepts of time- duration, tempo, intensity, scope, setting, chronology and context. -Sequence- storyboarding, composition, seriality, repetition, generated, sampled and appropriated source material, etc. -Linear and non-linear compositional structures - flipbooks, framing, layering, continuity, loops, narrative constructs and juxtaposition.

	-Performance- the body in space, physical vs. image, point of view, mass, gravity, site, distance, impact and emphasis. -Video/sound- timelines, still and moving images, digital processes, sound as descriptive, associative and accidental. -Interdisciplinary Practice- the use of combined media in fine and design arts.
Reason for the new course	4D (or Time-Based) Art practice has become a mainstay of colleges and universities nationwide as well as here in Oregon. We are proposing this course to better serve our students who are being required to take similar courses at schools like PSU and PNCA. This 4D Foundations course would round out our foundations offerings and bring them in line with the schools that our students transfer to.

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	PSU, PNCA
How does it transfer Check all that apply	XX required or support for major XX general education distribution requirement XX general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐XX Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	Art 119, PSU FD 1125, PNCA
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form XX No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	XX 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:	N/A	
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.	N/A	

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

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

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

Related Instruction

Current Course Number:	DT 102
Current Course Title:	Dental Technology Lab II
Computation Hours:	22
Content (Activities, Skills, Concepts, etc.):	Utilizing direct instruction on computation skills presented in DT 101: Student measuring of angles (degrees) and mm (metric) during denture wax-up Measuring required during processing and finishing of a complete denture
Communication Hours:	31
Content (Activities, Skills, Concepts, etc.):	Utilizing direct instruction on communicating with dental lab professionals through the use of inquiry and listening skills Students discuss/query/clarify: Demonstrations and following questions for complete denture wax-up Demonstrations and questions relating to the processing of a complete denture. Critique work.
Human Relations Hours:	19
Content (Activities, Skills, Concepts, etc.):	Observation of demonstrations followed by continuous interaction between students and instructor in order to trouble shoot, problem solve and re-wax dentures to correct anomolies. Continuous conferencing and follow-up during skill development and understanding of denture characterization utilizing technical and professional interactions. Understanding of individual patient characteristics and personality to achieve dentures that most appropriately meet each individuals needs. Small group participation activities involving time management, shared space and equipment, team work and problem solving.
Contact Name:	Josette Beach
Contact Email:	jbeach@pcc.edu

Related Instruction

Current Course Number:	DT 103
Current Course Title:	Dental Technology Lab III
Computation Hours:	6
Content (Activities, Skills, Concepts, etc.):	Utilizing direct instruction on computation skills presented in DT 101: Measure gypsum and acrylic for denture repair and tooth replacement Measure gypsum, impression materials, and acrylic for denture reline Measure gypsum, impression materials and acrylic for denture rebase Measuring gypsums, impression materials and acrylics for immediate overdenture
Communication Hours:	12
Content (Activities, Skills, Concepts, etc.):	Utilizing direct instruction on communicating with dental lab professionals through the use of inquiry and listening skills Students discuss/query/clarify: Demonstration and questions on denture repair and tooth replacement Demonstration and questions regarding denture relines in the lab Denture rebase demonstration and student queries Demonstrations and questions concerning immediate denture design and fabrication Critique Work
Human Relations Hours:	19
Content (Activities, Skills, Concepts, etc.):	Demonstrations followed by partner activities assisting each other to repair broken dentures. Counseling sessions with instructor related to completion of denture projects utilizing technical terminology and professional demeanor. Group interactions and discussions focused on new information assimilation. Understanding patients in need of immediate overdenture. Partner activities utilizing materials, equipment and time while producing immediate dentures.
Contact Name:	Josette Beach
Contact Email:	jbeach@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:	MSD		Submitter name phone and email	Rebecca Robinson 6146 rebecca.robinson@pcc.edu
Prefix and Course Number:	MSD 122A		Credits:	1
Course Title: (60 characters max)	Strength Based Leadership		Transcript Title (30 characters max)	Strength Based Leadership
Can this class be repeated?	☐ Yes x☐ No	How many times? NA	Contact hours:	Lecture: 10 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: NA

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)	NA	

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 personal strengths and explores how a strengths focus may be applied to leadership roles both personally and professionally. Enhance understanding of personal strengths and how these ideas can be used in leadership to develop and make the most of the strengths of others.

Identify prerequiste, corequisite and concurrent course(s) NA

(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:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to course description:	NA

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life 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)**	Use an understanding of personal strengths to maximize leadership effectiveness. Coach others in using their strengths and enhancing weaknesses productively.
Course activities and design: **(from CCOG)**	The class is highly interactive as well as reflective in nature. There are frequent class discussions. Several instruments are used to assess personal strengths. Planning Guides help students plan how to exert leadership in ways to take advantage of follower strengths. A series of short videos, titled *Trombone Player Wanted,* are presented to gain a clear understanding of strengths and how to manage them. Students will complete a personal application plan and complete a research paper exploring personal strengths.
Outcomes assessment strategies: **(from CCOG)**	Various individual and/or group skill building activities such as role-plays, case studies, or other exercises geared toward critical analysis of course concepts. Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. Exams comprised of essay and/or objective questions, or an individual and/or team project or paper which requires integration, application, and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	Themes: Understanding one's personal unique contributions makes stronger leaders. Leaders understand how to develop and utilize their followers' strengths and weaknesses. Concepts: Investing in your own strengths Maximizing your team effectiveness Understanding why people follow Adapting work based on strengths Strengths differ from abilities Strength and weakness feel different Managing weaknesses Refining and developing strengths Adapting to less than ideal work Handling tasks outside of personal strengths Helping others find and use strengths Communicating about strengths and weaknesses Issues: Leaders don't need to be well rounded, teams do. Not understanding strengths can limit work effectiveness. Skills: Recognizing and using personal strengths and strengths in others Conversing clearly about strengths

	Applying personal strengths in leadership roles Helping others engage and develop personal strengths Planning for matching individuals to work assignments Coaching individuals along lines of strength Coaching individuals regarding weaknesses Adapting and modifying work that does not engage strengths

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.	Leaders must continually analyze and expand their strengths. Successful leaders develop their own strengths and utilize their followers' strengths and weaknesses.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x☐ Yes ☐ No
Name of certificate(s):	Certificate in Management and Supervisory Development	# credit: 45
Name of degree(s):	Associate of Applied Science in Management and Supervisory Development	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes x☐ No
Name of new certificate(s):	NA	# credit:
Name of new degree(s):	NA	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	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	Yes, upon institution's approval. MSD Courses are accepted by Marylhurst University, Warner Pacific, and others.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected	No

by the instruction of this course? If so, provide details.	
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	NA
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
Joe Wright, Rebecca Robinson	jwright@pcc.edu, rebecca.robinson@pcc.edu	April 2010
SAC Administrative Liaison	Email	Date
Kurt Simonds, Division Dean, Liberal Arts & Sciences	kurt.simonds@pcc.edu	August 2010

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	MSD		Submitter name phone and email	Rebecca Robinson 6146 rebecca.robinson@pcc.edu
Prefix and Course Number:	MSD 123A		Credits:	1
Course Title: (60 characters max)	Innovation and New Products		Transcript Title (30 characters max)	Innovation and New Products
Can this class be repeated?	☐ Yes x☐ No	How many times? NA	Contact hours:	Lecture: 10 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: NA

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)	NA	

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 impact of change, innovation, and technology on an organization's ability to thrive and be competitive. Innovation involves the actions and activities of people directed at changing their organizations and their business environments. Learn to create a comprehensive business proposal for innovation, which addresses either strategic or tactic objectives of the organization.

Identify prerequiste, corequisite and concurrent course(s) NA (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:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to course description:	NA

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life 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)**	Apply a process to either new product development or service choices based on current or unmet customer needs. Develop and present a comprehensive business proposal for a new product or service.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	Various individual and/or group skill building activities such as role-plays, case studies, or other exercises geared toward critical analysis of course concepts. Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. Exams comprised of essay and/or objective questions, or an individual and/or team project or paper which requires integration, application, and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	Themes: New products and services succeed when they provide unique solutions to consumer needs. The innovation process must be integrated, filtered, adopted by key stakeholders, and solve consumer issues. Concepts: Relevant, unique solutions to unmet customer needs Identifying key value drivers for the organization Attracting stakeholder attention Types of Innovation; Incremental and breakthrough innovation Innovation versus standardization and systems oriented thinking Document processes Employee focus on innovation and improvement Tools for innovation Industry Best practices Internal and external sources for innovation Process improvement Benchmarking Balanced scorecard Brainstorming Filtering ideas Applying Project Management tools for implementation Current leading inventors and companies leading in innovation How to create a climate for innovation Challenge, freedom, idea time, idea support, playfulness, humor, risk taking Innovation communities Importance of measurable results Impact of innovation on career advancement

	Developing innovation through functional areas of company Legal protection for innovation Financing sources for innovation Process for presenting new products Key current areas of innovation Issues: Anticipating market issues Measuring current market conditions Using gap analysis to identify customer needs Creatively communicating new product ideas Skills: Anticipating market issues Measuring current market conditions Using gap analysis to identify customer needs Developing comprehensive proposals Creatively communicating new product ideas

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.	Current marketplace environment demands managers participate in and encourage innovation and new product development.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x☐ Yes ☐ No
Name of certificate(s):	Certificate in Management and Supervisory Development	# credit: 45
Name of degree(s):	Associate of Applied Science in Management and Supervisory Development	# credit: 60
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes x☐ No
Name of new certificate(s):	NA	# credit:
Name of new degree(s):	NA	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	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	Yes, upon institution's approval. MSD Courses are accepted by Marylhurst University, Warner Pacific, and others.
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	NA
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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joe Wright, Rebecca Robinson	jwright@pcc.edu, rebecca.robinson@pcc.edu	April 2010
SAC Administrative Liaison	Email	Date
Kurt Simonds, Division Dean, Dean Liberal Arts & Sciences	kurt.simonds@pcc.edu	August 2010

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: Histo ry		Submitter name Phone Email	Sylvia Gray
Course Prefix and Number:	HST 101 H	# Credits:	4
Course Title: 60 characters max	History of Western Civilization: Ancient to Medieval - Honors	Transcript Title (30 characters max)	West Civ: Ancnt to Mdvl Honors
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): 40 Lec/lab (# of hours): Lab (# of hours):

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	x☐	☐
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**		
Course Description: (field will expand as needed)	This is the honors version of HST 101. Studies the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. GPA 3.25 minimum.	

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

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

pcc.edu/curriculum			
x☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life 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)**	• Articulate an understanding of key events in the history of the ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities. • Evaluate and critique historical scholarship • Assess the historiography of a selected subject by evaluating the relevant historical context and by utilizing primary and secondary sources
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	Assess by using any combination of the following: • Exams • Essays • Oral presentations • Research projects • Service-learning projects • Class participation and discussion • Other creative assignments
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Competencies and Skills:** • Analyze and evaluate primary and secondary sources • Identify an historian's thesis and supporting evidence • Develop your own thesis and historical interpretation using evidence to support it • Think critically about the relationships between past and present events and issues • Compare and contrast the experience of diverse groups in the ancient world and early medieval Europe

	• Demonstrate college-level communications skills **Themes, Concepts, Issues:** • Prehistory • Mesopotamia • Egypt • Persia • Hebrews • Minoans & Mycenaeans • Greeks: Hellenic and Hellenistic • Roman Republic • Imperial Rome • Christianity • Church Doctrine and Structure • Byzantine Civilization • Islamic Civilization • Invasions of Europe • Early medieval Considering such factors as: • Geography • Social hierarchy • Political, legal, and economic structures • Cultural contributions • Philosophies and religions
Reason for the new course	Adding a history course to the possibilities for students in the honor program

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	It will transfer as all lower division transfer courses do, and exactly as HST 101 does
How does it transfer	x☐ required or support for major

Check all that apply	x☐ 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	
Is General Education or Cultural Diversity designation being sought at this time?	x☐ 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	x☐ on campus x☐ 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):	Honors	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is one of a number of Honors electives	
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.	It is similar to other HST 101 courses except that it will take the students to a higher level of critical thinking and skill in the discipline of history. See the last two course outcomes.	

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.	With the honors program

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.	Not to our knowledge
Implementation term:	x☐ Next available term after approval ☐ Specify term

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

Section # 4 Department Review	
This proposal has 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
x☐ title
x☐ description
☐ prerequisites and co-requisites
x☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Sylvia Gray; 503-977-4073, sgray@pcc.edu
Current prefix and number	HST 101	Proposed prefix and number	HST 101
Current course title	Western Civ: Ancient World to Medieval	Proposed title (60 characters max)	History of Western Civilization: Ancient to Medieval
Reason for title change	More accurate rendering	Proposed transcript title (30 characters max)	West Civ: Ancnt to Mdvl

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
Studies the ancient civilizations of Egypt, Mesopotamia, Greece and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, the Byzantine Empire and the early Medieval period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Studies the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.

Reason for change	More accurate rendering

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

Current learning outcomes	New learning outcomes
• Use critical thinking to evaluate historical changes and their impact on western civilization. • Recognize and appreciate the diverse contributions of various civilizations to the western tradition. • Identify culturally based assumptions which have influenced the perception and behavior of people in the past. • Communicate effectively through written and other assignments.	• Articulate an understanding of key events in the history of the ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.

Reason for change	More explicit rendering

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

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction	

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 101	Course Title:	History of Western Civilization: Ancient to Medieval

Course Description:	Studies the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.

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

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.

	• human behavior.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course is a broad survey that examines a variety of historical cultures - Mesopotamia (which includes Sumerians, Assyrians, Babylonians, etc.), Egypt, Greece, Rome, and early medieval Europe – as well as a variety of religions (polytheism, Judaism, Christianity, Islam). An underlying theme throughout is the recognition and influence of culturally-based practices, values, and beliefs, and how this has influenced the development of history. For example, Hammurabi's law code is examined for underlying cultural beliefs and policy (religion, roles of women, classes in society, etc.), and Alexander the Great's conquest of the Persian Empire provides interesting discussion of cultural exchange as well as cultural misunderstandings. Examples using religion to examine cultural assumptions would be the rise of Christianityfrom a persecuted outlier in the Roman context to the dominant institution affected culture throughout medieval Europe; and the rise of Islam in an Arabic cultural context that had a tremendous impact on Mediterranean culture.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Sylvia Gray	sgray@pcc.edu

SAC Chair	Name E-mail	Address

SAC Admin Liaison	Name E-mail	Address

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
x☐ title
☐ description
☐ prerequisites and co-requisites
x☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Sylvia Gray, 503-977-4073, sgray@pcc.edu
Current prefix and number	HST 102	Proposed prefix and number	
Current course title	Western Civilization: Early Medieval to Modern	Proposed title (60 characters max)	Western Civilization: Medieval to Modern
Reason for title change	More accurate rendering	Proposed transcript title (30 characters max)	West Civ: Medieval to Modern

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
• Use critical thinking to evaluate historical changes and their impact on western civilization • Recognize and appreciate the diverse contributions of various civilizations to the western tradition • Identify culturally based assumptions which have influenced the perception and behavior of people in the past • Communicate effectively through written and other assignments	• Articulate an understanding of key events in the late medieval and early modern history of western Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in late medieval and early modern Europe in order to evaluate and appreciate their historical contributions to western civilization • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.
Reason for change	Fuller and more accurate rendering

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.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

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 102	Course Title:	History of Western Civilization: Medieval to Early Modern

Course Description:	Studies the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution, Enlightenment, and the French Revolution.
Course Outcomes:	• Articulate an understanding of key events in the late medieval and early modern history of western Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in late medieval and early modern Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the different groups that interacted in late medieval and early modern Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs

	to assess how historically defined meanings of difference affect human behavior.

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.	As western Europeans emerged from their "Dark Age" during the late-medieval period, they began the process of defining who they were, thus the period from 1200 to 1800 C.E. was transformative in the creation of a distinct western identity, in reshaping religious beliefs, and in challenging traditional values. During this time western Europe became culturally distinct based on the Latin Christian tradition, but that distinction was based largely on defining who they were not. The concept of "others" in this period, for example, Jews, Muslims, Mongols, witches, heretics, Africans, Native Americans, and even Protestants, played a vital role in the formulation of western Europe's sense of self. As their identity shifted, so too did their policies and perceptions toward the rest of the world. This course also surveys western Europe's historical cultural evolution from a religious world where the Christian faith dominated, to a secular world where a scientific worldview and Enlightenment ideals of individual rights and liberties increasingly became the norm. This course follows this historical thread, beginning with the Christian crusaders and their sense of cultural and religious superiority, to the emergence of a rational worldview based on civil liberties, equality, and religious toleration. At each step in the transition, the cultural lens through which western Europeans viewed themselves and the world changed. In this era culturally-based assumptions regarding social hierarchies and power relationships also changed. Social interaction within medieval Europe was dictated by a feudal system created to provide political stability and protection. However, by the early modern period, western Europeans rejected the idea that hierarchy was natural and that political institutions should exist to perpetuate privilege.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Terri Barnes	terri.barnes1@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

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	History	Submitter name Phone Email	Sylvia Gray, 503-977-4073, sgray@pcc.edu
Current prefix and number	HST 103	Proposed prefix and number	
Current course title	Western Civilization: Modern Europe	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
Studies history of the 19th and 20th centuries, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Studies history of nineteenth and twentieth-century Europe, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath.

Reason for change	• More accurate rendering

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

Current learning outcomes	New learning outcomes
• Use critical thinking to evaluate historical changes and their impact on western civilization • Recognize and appreciate the diverse contributions of various civilizations to the western tradition • Identify culturally based assumptions which have influenced the perception and behavior of people in the past • Communicate effectively through written and other assignments	• Articulate an understanding of key events in the nineteenth and twentieth-century history of Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in and with Europe in the nineteenth and twentieth centuries in order to evaluate and appreciate their historical contributions to modern western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically-defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.

Reason for change	

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

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

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

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Social Sciences	Submitter name Phone Email	Robert J. Flynn, Ph.D. 503-977-4086 Robert.flynn@pcc.edu
Current prefix and number	HST 104	Proposed prefix and number	HST 104
Current course title	HST 104 Hst East Civ: Middle East	Proposed title (60 characters max)	HST 104 Hst East Civ: Middle East
Reason for title change	We have changed the outcomes	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations 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
Articulate an understanding of the key events in the history of the Middle East and use critical thinking to evaluate historical changes and their impact on Middle Eastern civilizations Recognize the diverse contributions of the Middle East to world civilization in order to appreciate and evaluate society Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in the Middle East Communicate effectively using historical analysis Connect the past with the present to enhance citizenship skills	Articulate an understanding of the key events in the history of the Middle East and use critical thinking to evaluate historical changes and their impact on Middle Eastern civilizations [illegible] Identify and assess how culturally-grounded assumptions have influenced the perceptions and behaviors of and about peoples in the Middle East Communicate effectively using historical analysis Connect the past with the present to enhance citizenship skills

Reason for change	We are requesting the Cultural Literacy designation for HST 104. Toward that end, we are revising the Learning Outcomes in order to better align them with the Cultural Literacy designation.

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

If the SAC wants to set the RD, 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	No. We do not anticipate that this change will have any effect on other SACs.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No. We do not anticipate that this change will have any effect on other departments or campuses.
Implementation term	☐ Next available term after approval ☒ Specify term Winter 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John Shaw, Ph.D.	John.shaw4@pcc.edu	06/8/2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	06/8/2010

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:	HST 104	Course Title:	History of Eastern Civilization: The Middle East

Course Description:	History of Eastern Civilizations: Middle East Surveys the Middle East from ancient to modern times. Includes political, diplomatic, economic, social, religious and cultural themes.

Course Outcomes:	Articulate an understanding of the key events in the history of the Middle East and use critical thinking to evaluate historical changes and their impact on Middle Eastern civilizations. Locate and assess the historical bases of Middle Eastern ideologies, ideas, and social structures in order to be more informed regarding current issues. Identify and assess how culturally-grounded assumptions have influenced the perceptions and behaviors of and about peoples in the Middle East. Communicate effectively using historical analysis. Connect the past with the present to enhance citizenship skills.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Locate and assess the historical bases of Middle Eastern ideologies, ideas, and social structures in order to be more informed regarding current issues. Identify and assess how culturally-grounded assumptions have influenced the perceptions and behaviors of and about peoples in the Middle East.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course History of Eastern Civilizations: Middle East centers on tracing and assessing the historical development of diverse ideologies, cultural ideas, and social structures in the Middle East. The Middle East contains many ethnic and religious groups including the Hebrew people, Arabs, Kurds, Persians, Greeks, Armenians, Sunnis, Shiites, Druze, Kharijites, Maronites, Eastern Orthodox Christians, Copts, and Catholics, and the region's development reflects the unequal interaction of these groups. For example, Christians and Jews enjoyed subordinate-but-protected status in the Arab and Ottoman Empires based on Islamic doctrine and practices dating to the time of Mohammed. The introduction of European concepts of nationalism and modernization in the late nineteenth and early twentieth centuries eroded that system and produced, on the one hand, the political emancipation of non-Muslims and, on the other, the Armenian Genocide. The course also explores how culturally grounded assumptions have influenced the perceptions and behaviors of and about peoples in the region with a focus on how those assumptions have shaped and perpetuated unequal power relationships. For example, the course explores how Orientalist assumptions that defined Middle Eastern peoples as Others have shaped Western attitudes and justified imperialist and neo-imperialist ventures in the Arab Middle East from the Crusades to the present day. Likewise, it explores how Mohammed challenged prevailing gender norms through his call for the legal and social emancipation of women, and how unequal power relations between men and women eventually permitted men to transform Mohammed's call for emancipation into a tool for the perpetuation of male privilege and female subordination.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Robert J. Flynn, Ph.D.	Robert.flynn@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw, Ph.D.	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 105	Course Title:	History of Eastern Civilizations: Indian and South Asia Regions

Course Description:	History of Eastern Civilizations:India and South Asia Region Surveys history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Course Outcomes:	• Articulate an understanding of the key events in the history of South Asia and use critical thinking to evaluate historical changes and their impact on South Asian civilization • Recognize the diverse contributions of South Asia to world civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in South Asia • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the diverse contributions of South Asia to world civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the

	perceptions and behaviors of and about peoples in South Asia

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course begins by looking at the earliest Harappan cultures and then introduces the migrations of the "Aryans" which immediately leads to discussion of interpretations based on biased cultural assumptions of superiority and is a topic still controversial in South Asia. Early Sanskrit sources describing the caste system of India provide another point through which to examine cultural assumptions, and this theme continues throughout the course. Several religions are examined to compare, contrast, and look at cultural contexts, conflicts, and accommodations among them: Hinduism, Buddhism, Jainism, Islam, and Sikhism. The course examines the invasions of Muslim rulers and the various policies and influence that arise among the variant cultures, including Akbar, who tried to accept all religions.

5. Submit this request form to the Curriculum Office to begin the approval process.

	Name E-mail	Address
Person Submitting This Request	Sylvia Gray	sgray@pcc.edu

	Name E-mail	Address
SAC Chair		

	Name E-mail	Address
SAC Admin Liaison		

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:	HST 106	Course Title:	History of Eastern Civilizations: East Asia

Course Description:	History of Eastern Civilizations: East Asia Surveys the eastern regions of Asia, specifically China and Japan. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Course Outcomes:	• Articulate an understanding of the key events in the history of East Asia and use critical thinking to evaluate historical changes and their impact on civilization • Recognize the diverse contributions of East Asia to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in East Asia • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the diverse contributions of East Asia to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in East Asia

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course introduces China's sense of "civilization" as opposed to the "barbarian" steppe cultures, and the theme continues throughout much of China's history, including both conflict and accommodation. The Confucian principles as a basic grounding of cultural assumptions are analyzed and compared with other competing views. The coming of Buddhism into China is a point for discussion of cultural exchange and change. The influence of China's culture on Japan's is a major consideration. The western demands for trade on western terms in the 1800s leading to the opium wars (and other instances) provide an opportunity to examine conflict based on cultural assumptions. The change in cultural ideals under Mao Zedong demonstrate the attempted redefinition of Chinese culture.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Sylvia Gray	sgray@pcc.edu

SAC Chair	Name E-mail	Address

SAC Admin Liaison	Name E-mail	Address

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 203	Course Title:	History of the U.S. - III

Course Description:	History of the United States - III Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present.

Course Outcomes:	Articulate an understanding of key events in the twentieth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. Communicate effectively using historical analysis. Connect the past with the present to enhance citizenship skills.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

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.	Central to the study of the 20th-century United States are the ramifications of historical meanings of difference. For example, students learn about how the public's and government's perception of even second-generation Japanese-Americans as fundamentally foreign led to the wide acceptance of internment of this population during WWII. By examining both the immigration of peoples from around the world (especially Latin America and Asia) to the US students learn about how a variety of external cultures blended with American ideas to influence people's behaviors; for example, the Catholic religious practices, Spanish language and Mexican family life influenced the actions and ideas of the United Farmworker's Union and the Chicano Movement in the 1960s. In addition, participants in social movements like the Civil Rights Movement created their own variations on freedom, music, and religious practices that ultimately influenced American popular culture and ideas about justice at large. We also can analyze culture outside of an ethnic context; the Cold War, for example, created a culture of its own, resulting in discrimination against people with Leftist or pro-union political views, a climate of fear expressed in behaviors like building bomb shelters, and powerful government institutions like HUAC (House Un-American Activities Committee).

5. Submit this request form to the Curriculum Office to begin the approval process.

	Name E-mail	Address
Person Submitting This Request	Andrea Lowgren	andrea.lowgren@pcc.edu

	Name E-mail	Address
SAC Chair	John Shaw	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 225	Course Title:	Hst Women Sex and the Family

Course Description:	Examines the historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families. Connect historical themes in women's sexual and family life with present issues. Communicate effectively regarding historical topics in writing and speaking.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture. Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The history of sexuality and family life is an ideal subject for examining values and practices that create difference because each historical and geographical culture in the world has particular meaning given to reproduction. One example of the culturally defined meanings of difference can be seen through the study of marriage. When students study arranged marriages in Muslim and Jewish culture, they consider the economic and religious basis for strict family approval to contrast with the wage-labor and market-defined marriage by choice that developed in Europe in the early modern period. Americanized students often express after learning about the historical and cultural basis of marriage how they had never before considered arranged marriage as anything but oppressive because choice figures so centrally into their ideal of love. Students also study the relationship between homosexuality and marriage, both in the same-sex marriage debates of Europe, and how homosexual behavior does not necessarily translate into an identity-based rejection of traditional marriage in India. Finally, students learn how the Depression-era institutionalization of marriage-based pensions via Social Security perpetuated systems of economic gender inequality in the US.

5. Submit this request form to the Curriculum Office to begin the approval process.

	Name E-mail	Address
Person Submitting This Request	Andrea Lowgren	andrea.lowgren@pcc.edu

	Name E-mail	Address
SAC Chair	John Shaw	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	HST 271	Course Title:	Hst Central America and the Caribbean

Course Description:	Surveys Central American and Caribbean history from the pre-Columbian era to the present. Focuses on post-contact history including colonialism, independence, revolution, nation-building and international relationships. Emphasizes social, political and cultural developments and contributions by a diversity of Central American and Caribbean peoples.

Course Outcomes:	Articulate an understanding of key events in the history of Central America and the Caribbean and use critical thinking in order to evaluate historical changes and their impact on Central American and Caribbean society. Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in Central America and the Caribbean in order to appreciate and evaluate Central American and Caribbean diversity. Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. Communicate effectively using historical analysis. Connect Central America and the Caribbean with the United States in order to better understand the political relationship between the two regions.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in Central America and the Caribbean in order to appreciate and evaluate Central American and Caribbean diversity. Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This class enables students to analyze cultural meanings of difference through its examination of the relationship between European colonists, African slaves and indigenous peoples. Students study, for example, the impact of European cultural practices like Christianity in creating hybrid Christian-indigenous or Christian-African forms of ritual and worship via the Mission System. This class also examines the history of Creole societies from the descendents of the Atlantic slave trade with particular attention to the hierarchy of color in the economic, political and cultural hierarchies. Regarding more recent history, this class also traces the evolution of economies based in tourism, and the impact that North American and European visitors have in the commercialization of certain aspects of island culture like music, dance, tropical food and hospitality to the detriment of recognition of poverty and ethnic diversity.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Andrea Lowgren	andrea.lowgren@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

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	History	Submitter name Phone Email	Rosa Bettencourt 977-4081 rbettenc@pcc.edu
Current prefix and number	HST 278	Proposed prefix and number	
Current course title	Russian History I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Helps to build an historical basis to better understand current issues. The main lines of Russian history will be reviewed: the rise of Kiev to the reign of Catherine the Great. Through historical analyses, a critical understanding will be gained of the cultural, social, political, and economic forces that shaped Russian history from the ninth through the eighteenth centuries.	Surveys the cultural, social, political, and economic forces that shaped Russian history from the rise of Kiev to the reign of Catherine the Great.

Reason for change	The revisions are part of the SAC's regular review of our History courses.

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

Current learning outcomes	New learning outcomes
• Use critical thinking to evaluate historical changes and their impact on Russian society • Recognize and appreciate the diverse contributions of the Russian peoples • Identify culturally-based assumptions which have influenced perception and behavior of the Russian peoples • Communicate effectively through written and other assignments	• Articulate an understanding of key events in Russian history from the rise of Kiev to the late eighteenth century and use critical thinking to evaluate historical changes and their impact • Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian sphere of influence • Communicate effectively using historical analysis • Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement

Reason for change	The revisions are part of the SAC's regular review of our History courses to ensure that they accurately reflect the intended learning outcomes of our courses.

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

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

Current prerequisites, corequisites and concurrent			
X☐ Standard prerequisites - WR 115, 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	No

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

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

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:	HST 278	Course Title:	Russian History I

Course Description:	Surveys the cultural, social, political, and economic forces that shaped Russian history from the rise of Kiev to the reign of Catherine the Great.

Course Outcomes:	• Articulate an understanding of key events in Russian history from the rise of Kiev to the late eighteenth century and use critical thinking to evaluate historical changes and their impact • Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian sphere of influence • Communicate effectively using historical analysis • Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian sphere of influence

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course covers the origins of the Russian state and peoples to the 1800s. The formation of the Russian state is based on the incorporation of multi ethnic groups into the early principalities and eventually into the Russian Empire. The Eastern Slavs joined, intermarried, or conquered hundreds of groups, among them, the Vikings, Magyars, Khazars, Finns, Turks, and Mongols. Each of these groups had differing cultural practices, beliefs, and institutional structures. Slavs adopted some, rejected others and some cases imposed their own. Two significant influences shaped Russian history during this period--the adoption of Orthodox Christianity and the over 250-year occupation by the Mongols. The choice of Orthodox Christianity encouraged Russia to view itself as the last true bastion of Christianity and therefore its protector. This belief has consequences for those peoples who are incorporated into the empire who do not share that faith. The Church and the political structure became closely intertwined and therefore shaped the policies of the Russian rulers and led to policies favoring certain groups over others both in terms of ethnic origins and religious beliefs. The Mongol yoke, as it is often referred to in Russian historiography, shaped the political ideology of the Russian state and may have contributed to an authoritarian state structure. The fact that the Mongols practiced Islam made them political and religious enemies. This animosity was often expressed in state policies toward conquered non-Russian peoples. The Russian psyche is often conflicted between the Western, European origins and the Eastern, Asian influences. This conflict plays out in it policies toward the West and within Russia toward its various ethnic groups. Current conflicts in Russia, Eastern Europe, Central Asia, and the Caucasus cannot be fully understood without reaching back into Russia's history and analyzing its relations with non- Russian peoples.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Rosa Bettencourt	rbettenc@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

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	History	Submitter name Phone Email	Loretta Goldy 977-4092 lgoldy@pcc.edu
Current prefix and number	HST 279	Proposed prefix and number	
Current course title	Russian History 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. Include recommendations 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 main lines of Russian history will be reviewed from the late eighteenth century to the present. Through historical analysis, a critical understanding will be gained of the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.	Surveys the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.

Reason for change	The revisions are part of the SAC's regular review of our History courses.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
• Use critical thinking to evaluate historical changes and their impact on Russian society • Recognize and appreciate the diverse contributions of the Russian peoples • Identify culturally-based assumptions which have influenced the perception and behavior of the Russian peoples • Communicate effectively through written and other assignments • Connect past and present	• Articulate an understanding of key events in Russian history from the late eighteenth century to the present and use critical thinking to evaluate historical changes and their impact • Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian and Soviet spheres of influence • Communicate effectively using historical analysis • Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement

Reason for change	The revisions are part of the SAC's regular review of our History courses to ensure that they accurately reflect the intended learning outcomes of our courses.

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

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

Current prerequisites, corequisites and concurrent			
X☐ Standard prerequisites - WR 115, 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	No

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

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

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:	HST 279	Course Title:	Russian History II

Course Description:	Surveys the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.

Course Outcomes:	• Articulate an understanding of key events in Russian history from the late eighteenth century to the present and use critical thinking to evaluate historical changes and their impact • Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian and Soviet spheres of influence • Communicate effectively using historical analysis • Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history • Identify the influence of culturally-based practices, values, and beliefs which have influenced the perception and behavior of the various peoples who have resided within the Russian and Soviet spheres of

	influence

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.	By the nineteenth century, Russia was a vast multi-ethnic empire made up of approximately 70 ethnic groups including, for example, Ukrainians, Russians, Poles, Armenians, Chechens, Volga Germans, Jews, Finns, and many others. This course surveys the historical cultural practices and beliefs of some of these peoples along with various social groups including peasants, workers and members of the ruling elite and examines how cultural filters impacted interactions among such groups and with state institutions. For example, state-supported Russification policies making Russian the official language, Orthodoxy the official religion, and Russians a privileged group, intensified during the nineteenth century. The role of ideas has also had a significant impact on Russian history and the peoples residing within this vast empire. For example, Westernizers and Slavophiles had conflicting cultural views of Russia's past and future. Marxists, Populists, Anarchists and Liberals advocated for the creation of a "better world" based upon their ideologies and the cultural filters associated with those ideologies. However, dominant institutions often resulted in the establishment of systems of privilege and examples of social injustices. Russia's past is full of such contradictions.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	Loretta Goldy	lgoldy@pcc.edu

SAC Chair	Name E-mail	Address
	John Shaw	john.shaw4@pcc.edu

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

General Education/Discipline Studies Request Form

Course Eligibility for the General Education/Discipline Studies List

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. Verify Course Transfer Status.

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. This is especially important for courses on our Gen Ed/Discipline Studies list, because students assume that such courses will at least count toward the Gen Ed requirements or towards a major degree requirement at a university. Faculty should communicate with colleagues at one or more OUS school to ascertain how the course will transfer. (Is there an equivalent lower division course at the University? Will a department accept the course for its major or minor requirements? Will the course be accepted as part of the University's distribution requirements? Will the course only be accepted for elective credit?)

In order to be approved for the General Education/Discipline Studies List, evidence of transferability to at least two OUS schools will need to be established. If a course transfers ONLY as an elective it will not as likely be approved for Gen Ed/Discipline Studies status at PCC than if it has a higher status of transfer. Please download and complete the Transferability Status Form (*transferability form*) and then return it to the Curriculum Office. Once the Gen Ed/Discipline Studies request, the Transferability Status Form, and the signature page have been received, the Curriculum Office will contact all the OUS schools to check the transferability of the course. When two OUS schools have replied with the transferability status, you will be contacted and your request can be moved onto the next Curriculum Committee agenda.

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. We cannot contact OUS schools to obtain official documentation about the transferability of a course until the course has state approval. Once the state has approved the new course, then the Curriculum Office will contact the OUS schools and the General Education Request process above will continue.

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

By virtue of being approved for the Gen Ed/Discipline Studies List, it will have, as a default, the following prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or any additional prerequisites that are in place will remain. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form.

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

CTE courses are not eligible for the General Education/Discipline Studies List. CS/CIS courses must be approved by the OCCC for use in the AAOT Discipline Studies List. Currently, first-year foreign language courses are an exception. Check with the Curriculum Office if you have questions about AAOT eligibility.

5. Apply and be approved for General Education/Discipline Studies designation using the form below.

General Education/Discipline Studies Designation Request Form

Course Information

Course Number: Art 215
Course Name: Introduction to the History of Photography
Credits: 4
Course Description:
Traces the history of photography since its processes were first announced in 1839. Examines photographs as aesthetic objects, and as documents of history, scientific exploration and social change. Locates the medium and practice of photography within a broader social and artistic context. Explores photography within the fields of art, science and journalism viewing, analyzing and discussing ways in which the presence of the photograph has shaped our relationship to the world around us.

To what category does this course belong?

Art and Letters x
Social Sciences
Science, Computer Science, and Mathematics

Is this course eligible for status on the State AAOT Discipline Studies List?

Yes x No

If the answer is "Yes", please continue with the rest of the form.

The 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.

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

The photograph as an aesthetic and a cultural document

2. Appreciation of 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 influence of photography on art and one's own culture
- The influence of photography on how we view other cultures
- How cultures have adopted/adapted photographic strategies

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

- Critical interpretations of the role(s) of photography
- Photography and issues of race and gender
- Photography as truth and fiction
- Photography and other media
- Photography and technology

4. Ability to reason qualitatively and quantitatively.

- Work creatively with art-historical data, using it to develop principles of art history
- Recognize and appraise patterns in historical phenomena
- Assess the ways in which a photograph is affected by our own vantage point
- Assess the ways in which a photograph is affected by its contextual surroundings
- Recognize and discriminate among various styles of photography from the mid-19th century to the present

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

- Conduct a formal analysis of a photographic work of art and appreciate the interrelationship of its elements
- Express the relationship of photographs to society and culture to style
- Analyze the "meaning" of art objects through understanding of historical, social, and political context

6. Aesthetic and artistic values.

- View photographs "dynamically," that is, appreciate simultaneously the unique qualities and uses of a particular image, place an image within its cultural context and recognize its relationship to other forms of art Apply an awareness of photography's history as a lens through which to evaluate contextualize graphic design and contemporary media

7. Understanding of the ethical and social requirements of responsible citizenship.
   - Make connections between the past and present through an inderstanding of photographic history and contemporary visual culture
   - Recognize the ways in which photographic media and techniques have been incorporated into modern and contemporary art practices in order to be an informed and critical viewer

General Education/Discipline Studies Outcomes

Depending to which category your course belongs - Art and Letters; Social Sciences; or Science, Computer Science, and Mathematics - there are associated outcomes and criteria with which your course must be aligned. Complete only the questions for the outcomes that related to your course's specific category.

Arts and Letters

A course in Arts & Letters should:

1. Provide grounding in theory that informs application and practice of the discipline.
2. Elicit analytical and critical responses to historical and/or cultural artifacts, including literature, music, visual and performing arts.
3. Actively explore conventions and techniques of significant forms of human expression.
4. Place the discipline in historical and cultural context, and demonstrate its relationship with other areas.

Each course should also do at least one of the following:

1. Foster creative individual expression with analysis, synthesis, and critical evaluation, or
2. Compare/contrast attitudes and values of specific eras or world cultures, or
3. Introduce and apply established ethical traditions as a tool for resolving ethical dilemmas.

How does the course enable a student to "interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life"? Your answer should address some or all of the criteria listed above.

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

How does the course enable a student to "critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues"? Your answer should address some or all of the criteria listed above.

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

Social Sciences

A course in Social Sciences should be broad in scope. Courses may focus on specialized subjects; however, there must be substantial course content locating the subject in the broader context of the discipline. Approved courses will provide:

General Education/Discipline Studies Request Form

1. An understanding of the structures and processes of social institutions and individual behavior as part of social interaction.
2. Perspectives on the evolution of theories and concepts utilized in the discipline.
3. A presentation of basic methods of inquiry in the discipline, including limitations and understanding of the distinction between normative and empirical analysis.
4. Information literacy in the discipline (the ability to critically analyze, synthesize and evaluate various forms of information).
5. Understanding of the diversity of human experience and thought, individually and collectively.
6. An opportunity for students to apply course knowledge and skills to their personal, social or professional lives.

How does the course enable a student to “apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior”? Your answer should address some or all of the criteria listed above.

How does the course enable a student to “apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live”? Your answer should address some or all of the criteria listed above.

General Education/Discipline Studies Request Form

Science, Computer Science, and Mathematics

A course in Science/Computer Science/Mathematics should:

1. Require students to apply scientific/mathematical knowledge and skills, and reason from evidence to solve problems.
2. Demonstrate interrelationships or connections with other subject areas.
3. Examine the fundamental concepts and theories in physical and biological sciences, mathematics, and/or computer science.
4. Engage students in gathering, reading, comprehending, and communicating scientific and/or technical information.
5. Use scientific, mathematical, or computer science approaches to develop critical, analytical thinking that includes synthesis, evaluation and creative insight.
6. Develop understanding of mathematical reasoning and/or the process of science through collaborative, hands-on, real-life, and/or laboratory applications.
7. Science courses shall provide scientific tools to evaluate the interactions of science with society and environment.
8. Science courses shall examine the development, limitations, and value of scientific methods, models and theories.
9. Laboratory courses in the biological or physical sciences shall provide examples of how scientific theories develop through confrontation of theory with experiment or observation.
10. Courses in computer science shall engage students in the design of algorithms and their translation into computer programs that solve problems related to science or other areas of human endeavor.

How does the course enable a student to “use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world”? Your answer should address some or all of the criteria listed above.

How does the course enable a student to “gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models and further questions confidently, creatively, and joyfully”? Your answer should address some or all of the criteria listed above.

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐ description
☒ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Women's Studies	Submitter name Phone Email	Judy Zimmerman X7083 jzimmerm@pcc.edu
Current prefix and number	WS202	Proposed prefix and number	
Current course title	Women Working for Change: History, Theory, and Practice	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
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: WS 101	☒ 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**	The Women's Studies SAC does not foresee any impact on other SACs or contracting colleges as a result of dropping the WS 101 prerequisite for the WS 202 course.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs 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**	WS 202 is currently not required for any other program, nor it is a prerequisite for any other course or program at PCC
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 Zimmerman	jzimmerm@pcc.edu	5/5/2010
SAC Administrative Liaison	Email	Date
David Stout	dstout@pcc.edu 5/5/2010	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☐ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department Biology		Submitter name Phone Email	
Current prefix and number	BI 142	Proposed prefix and number	
Current course title	Habitats: Marine Biology	Proposed title (60 characters max)	
Reason for title change	no change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
BI 142 Habitats: Marine Biology 4.00 Examines marine environment and the ecology, physiology, and morphology of marine plants and animals, emphasizing Oregon. Laboratory focuses on identification and environmental testing. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores	

Reason for change	no change

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

Current learning outcomes	New learning outcomes
Intended Outcomes for the course A student will collaboratively and independently: A. Use basic principles of ecosystems structure and function to characterize marine habitats. B. Identify and express how humans interact with the marine environment by applying basic principles of coastal management. C. Identify and understand the biology of the various marine phyla.	**Intended Outcomes for the course** A student will collaboratively and independently: A. Use basic ecosystem principles, identify and understand the biology of various marine phyla to characterize marine habitats. B. Use scientific techniques to quantitatively describe parameters of marine habitats and understand the relationship of physical parameters to distribution of biota. C. Use an understanding of research, laboratory and/or field experiences to organize data to illustrate and articulate basic ecological principles. D. Use critical thinking to evaluate human impacts on marine ecosystems and considering how local consumer and policy decisions can be informed by an understanding of the interconnectedness of marine habitats and the critical relationship of the sea to human cultures.

Reason for change	Gen Ed revision

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

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

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

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

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	Linda Fergusson-Kolmes Tom Roberston	linda.fergussonkolmes@pcc.edu

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

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

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

7. Complete the following Course Information:			
Course Prefix and Number:	BI 142	Course Title:	Habitats Marine Biology

Course Credits:	4	Gen Ed Category:	Science

Course Description:	**BI 142 Habitats: Marine Biology 4.00** Examines marine environment and the ecology, physiology, and morphology of marine plants and animals, emphasizing Oregon. Laboratory focuses on identification and environmental testing. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Use basic ecosystem principles, identify and understand the biology of various marine phyla to characterize marine habitats. Use scientific techniques to quantitatively describe parameters of marine habitats and understand the relationship of physical parameters to distribution of biota. Use an understanding of research, laboratory and/or field experiences to organize data to illustrate and articulate basic ecological principles. Use critical thinking to evaluate human impacts on marine ecosystems and considering how local consumer and policy decisions can be informed by an understanding of the interconnectedness of marine habitats and the critical relationship of the sea to human cultures.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use basic ecosystem principles, identify and understand the biology of various marine phyla to characterize marine habitats.
D. Ability to reason qualitatively and quantitatively.	Use scientific techniques to quantitatively describe parameters of marine habitats and understand the relationship of physical parameters to distribution of biota.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research, laboratory and/or field experiences and organize data to illustrate an understanding of basic ecological principles.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Participate in a critical evaluation of human impacts on marine ecosystems and investigate considerations of how local consumer and policy decisions can be informed by an understanding of the interconnectedness of marine habitats and the critical relationship of the sea to human cultures.

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

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

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

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science
Outcomes:
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
Criteria:
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Use basic ecosystem principles, identify and understand the biology of various marine phyla to characterize marine habitats. Use scientific techniques to quantitatively describe parameters of marine habitats and understand the relationship of physical parameters to distribution of biota. Participate in research, laboratory and/or field experiences and organize data to illustrate an understanding of basic ecological principles. Participate in a critical evaluation of human impacts on marine ecosystems and investigate considerations of how local consumer and policy decisions can be informed by an understanding of the interconnectedness of marine habitats and the critical relationship of the sea to human cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	-content based exam questions, lab practicals and lab write-ups ask students to demonstrate their grasp of the biology of different marine phyla and the relationship of the biotic and abiotic interactions in marine habitats -independent research paper requires use of primary scientific literature and in-depth exploration of appropriate marine habitat topic

How does the course enable a student to “apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner”?**	-laboratory and field exercises involve exploration of the scientific method; hypothesis generation, data collection and drawing conclusions based on data -class discussion of complex marine habitat issues (e.g. over fishing, marine reserves etc) allow exploration of different points of view -essay exam questions ask students to synthesize information learned about different marine habitat issues (e.g. invasive species, global climate change, ocean acidification) and present an understanding of issue complexity -collaborative group lab presentation

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	-research paper requires use of primary scientific literature -discussion of human impact on marine environment in class and in written form on lecture examinations e.g. discussion of complex issues of global fisheries
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

Portland Community College

New Course
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: ESOL		Submitter name Phone Email	Karen Sanders X7085 ksanders@pcc.edu
Course Prefix and Number:	ESOL 59	# Credits:	Non-credit (8 hours a week of contact time)
Course Title: 60 characters max	ESOL VESL Support Course	Transcript Title (30 characters max)	ESOL VESL Support Course
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ No How many times? 4	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 80 Lec/lab (# of hours): 0 Lab (# of hours): 0

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☐
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**	none		
Course Description: (field will expand as needed)	Supports English Language Learners transitioning into Career and Technical (CTE) Pathways programs at the college. This is a two-term course, 80 hours per term, which runs concurrently with an associated credit academic program. The course provides language support for ESOL learners while they are concurrently enrolled in the CTE courses.		

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

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

pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: (at least) (i.e. must be at ESOL level 5 or higher in all 3 skill areas: reading, writing and communication)	☐ Placement into:		
course prefix & number: ESOL 150 or ESOL 150N and	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: ESOL 152 or ESOL 152N and	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: ESOL 154 or ESOL 154N	☐ 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)**	• Read authentic and some modified materials appropriate for adults • Write a variety of correspondence related to employment • Orally communicate effectively in English in work settings • Set and carry out short and long term personal and professional goals
Course activities and design: **(from CCOG)**	The VESL Support course will teach a variety of job skills while simultaneously providing language support (reading, writing and oral communication) for the associated CTE/Vocational program. This support may include instruction in skills and activities that can be adjusted to the requirements of the specific technical content area. In addition, integrated ESOL skills will always be taught with the objective of improving writing, reading and communication.
Outcomes assessment strategies:	• Successful completion of an internship • Active participation in job readiness development • Successful completion of all assignments related to the course
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Course Content (Themes, Concepts, Issues and Skills)** **Themes and Concepts** • English language proficiency in reading, writing, and oral communication • Success in college level courses • Job readiness • Tran sition to work • Problem solving • Cultural awareness • Personal expression/reflection

	Skills **A. Reading** • Read, understand, and follow directions • Use skimming and scanning to find specific information • Develop questions based on readings • Work in groups to define, analyze, and solve problems • Use a monolingual, adult, ESL dictionary of American English and other references • Read for comprehension under time constraints • Develo p vocabulary • Read authentic materials related to the field of study, including manuals, directions, and texts **B. Writing** <u>Grammar Review and Instruction</u> • Phra ses and clauses • Verbs and related structures • Other parts of speech • Mech anics <u>Written Communication</u> • Writing and editing basic paragraphs and short essays • Improvement in ability to communicate through emails and letters • Strengthen confidence in written communications • Resume and cover letter writing **C. Communication** <u>Oral Communication</u> • Learn conventions of the job interview via mock interviews • Develop strategies for informational interviews • Practice effective telephone communication • Recognize idioms and jargon, especially related to the field of study • Choose appropriate words and word forms • Recognize and use correct word order most of the time • Communicate effectively in all tenses • Use question and negative forms correctly most of the time • Participate by contributing and connecting ideas • Begin to develop strategies to achieve intelligibility • Begin to backtrack and restructure smoothly in conversation • Listen, understand, take notes and follow directions appropriate to the field of study • Develop discussion skills (asking clarification questions to negotiate meaning, rejoinders, confirmation) to participate in job interviews, workplace meetings and small group discussions
Reason for the new course	The ESOL program is partnering with a variety of CTE programs to provide vocational pathways for English Language Learners. This course is targeted at the ESOL population and provides a legitimate and valued 'exit point' from the complete ESOL 8 level curriculum. At levels 5 and 6 students may choose to continue through on the 'academic' track (i.e. complete level 8 and move into RD115 and WR115) or they may choose to exit and pursue a vocational path. This course provides the language support necessary for student success in these technical 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	**Note**: N/A – this is a non-credit academic course
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	N/A	# credits:
Name of degree(s):	N/A	# 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	Not applicable

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
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
Dominique Millard	dcain@pcc.edu
SAC Administrative Liaison	Email
Karen Sanders	ksanders@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
☐ 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	Physical Education	Submitter name Phone Email	Janeen Hull x4042 jan.hull@pcc.edu
Current prefix and number	PE 182N	Proposed prefix and number	PE 182N
Current course title	Corrective Physical Education	Proposed title (60 characters max)	Adapted Physical Education
Reason for title change	Update to accurately describe the course.	Proposed transcript title (30 characters max)	**Adapted Physical Education**

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
Individualized, self-paced exercise and swim programs for students with acute or chronic injuries or disabilities.	Provides individuals with acute or chronic injuries or disabilities options to improve fitness, health, and overall wellness through structured group fitness activities and individualized exercises. Covers knowledge and skills needed to perform safe and proper group and individual fitness exercises on land or in water. Course focus varies by campus, term, and/or instructor. Students participate in activities that promote and emphasize improved cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. May be repeated twice for credit.

Reason for change	More accurate 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
▪ Improve physical conditioning ▪ Develop a personal fitness plan to include exercises and activities appropriate for individual disabilities or injuries. ▪ Identify safety precautions, indicated, and contraindicated exercises for their type and level of disability.	▪ Improve overall physical fitness conditioning through participation in a wide variety of adapted or modified fitness activities, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility. ▪ Perform safe and effective group and individual adapted or modified fitness exercises appropriate for various injuries or disabilities. ▪ Develop a lifelong fitness, health, and wellness program. ▪ Experience the relationship of the mind, body and spirit.

Reason for change	Outcomes now align with PE Outcomes and better align with PCC Core Outcomes.

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

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs 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
Janeen Hull	Jan.hull@pcc.edu	9/17/10
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	9/17/10

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: Ph	ysical Education	Submitter name Phone Email	Janeen Hull X4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 162 H	# Credits:	1
Course Title: 60 characters max	Bhangra Fitness	Transcript Title (30 characters max)	Bhangra Fitness
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
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**		
Course Description: (field will expand as needed)	Improve fitness, health, and overall wellness through a group aerobic fitness activity. Covers knowledge and skills needed to perform safe and proper group and individual fitness exercises in a progressive approach using Bhangra movements and movement patterns. Participate in activities that promote and emphasize improved cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. May be repeated twice for credit.	

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

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

☐ 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:	Each student supplies his/her own clothing. Clothing should be loose and comfortable fitting for exercise. General class format includes a warm-up prior to the cardiorespiratory conditioning segment, which comprises the majority of the class. Muscular endurance and strength exercises, stretches for flexibility and relaxation, and a cool-down are also performed.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life 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)**	▪ Improve overall physical conditioning through participation in Bhangra Fitness , including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility. ▪ Perform safe and effective group and individual fitness exercises. ▪ Develop a lifelong fitness, health, and wellness program. ▪ Experience the relationship of the mind, body and spirit.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	▪ Pre/post fitness testing ▪ Individual fitness programs ▪ Active participation ▪ Demonstrations of proficiency ▪ Personal program records/portfolios ▪ Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	▪ Balance ▪ Flexibility ▪ Kinestheti c Awareness ▪ Alignment ▪ Cardio respiratory monitoring ▪ Strength ▪ Interpret and apply the benefits of yoga postures ▪ Personal application of Yoga philosophies ▪ Demonstrate safety principles for future home practice ▪ Select movement patterns appropriate for personal needs
Reason for the new course	Meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

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	**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 ☐ 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.		

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	Yes – Dance SAC Chair Heidi Diaz

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 – Winter 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
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
☐ 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	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	G201	Proposed prefix and number	
Current course title	Physical Geology	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description	Proposed Description
Introduces physical geology which deals with minerals, rocks, internal structure of the Earth and plate tectonics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

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

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: A. be able to demonstrate an understanding of the nature and origin of volcanism and earthquake phenomena B. understand how human activity creates hazard situations and have an appreciation for volcanic and earthquake risks to the Pacific Northwest C. have an understanding of the theory of plate tectonics and its role in the formation of rocks, minerals and economic deposits D. be able to define the common minerals and rock types that make up the Earth's crust. E. have the ability to communicate scientific concepts effectively through written reports F. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. • Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits. • Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
No	This restatement of outcomes will not affect the content of the course.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
No	See above.
Implementation term	☐ Next available term after approval ☒ Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/16/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/16/10	

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.
General Education Request Information

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Eriks Puris	eriks.puris@pcc.edu

	Name E-mail	Address
SAC Chair	Eriks Puris	eriks.puris@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	mfyfield@pcc.edu

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

7. Complete the following Course Information:

Course Prefix and Number:	G201	Course Title:	Physical Geology

Course Credits:	4.0	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces physical geology which deals with minerals, rocks, internal structure of the earth and plate tectonics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student should be able to:* **1.** Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. **2.** Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits. **3.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. **6.** Asses the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

* 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.	Outcomes **2** and **6** address this element.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcomes **2** and **6** address this element.
C. Understanding of themselves and their natural and technological environments.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
D. Ability to reason qualitatively and quantitatively.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
F. Aesthetic and artistic values.	Outcomes **2** and **6** address this element.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes **5** and **6** address this element.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student should be able to:* **1.** Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. **2.** Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits. **3.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural 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 "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to characterize and classify rocks will enable students to gather and comprehend scientific information (observations made on rocks and minerals). Outcome **1** by developing a student's ability to "infer the geologic process which formed individual rock and mineral specimens" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "analyze the development, scope, and limitations of plate tectonics" will enable students to gather and comprehend scientific information (the theory of plate tectonics). Outcome **2** by developing a student's ability to "utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits" will enable students to "explore ideas, models and solutions and generate further questions" associated with plate tectonics. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this (earth science) information with current models of solid earth processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with solid earth processes. • Outcome **4** by developing a student's ability to "make field based observations and measurements of rocks and minerals and/or Earth's internal process" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "compare this information (field based observations & measurements) with current models of solid earth processes identifying areas of congruence and discrepancy, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with solid earth processes. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by volcanoes and earthquakes). Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these (volcano and earthquake) hazards and risks, and

	effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with solid earth processes.

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"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to 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"?**	Course outcomes **2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context" will enable students to critically examine the influence of scientific 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.	

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	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	G202	Proposed prefix and number	
Current course title	Physical Geology	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces physical geology which deals with mass wasting, streams, glaciers, deserts, beaches, groundwater, and use of topographic maps. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: A. be able to demonstrate an understanding of the variety of landscapes produced by erosion, transport and deposition of geologic materials B. understand how human activity creates hazard situations and have an appreciation for lanslide risks to the Pacific Northwest C. be able to discuss the factors influencing flooding and coastal erosion D. have the ability to communicate scientific concepts effectively through written reports E. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms. • Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes. • Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
No	This restatement of outcomes will not affect the content of the course.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
No	See above.
Implementation term	☐ Next available term after approval ☒ Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/16/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/16/10	

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.
General Education Request Information

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Eriks Puris	eriks.puris@pcc.edu

	Name E-mail	Address
SAC Chair	Eriks Puris	eriks.puris@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	mfyfield@pcc.edu

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

7. Complete the following Course Information:

Course Prefix and Number:	G202	Course Title:	Physical Geology

Course Credits:	4.0	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces physical geology which deals with mass wasting, streams, glaciers, deserts, beaches, groundwater, and use of topographic maps. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student who successfully completes this course should be able to:* **1.** Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms. **2.** Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes. **3.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. **6.** Asses the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

* 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.	Outcome **6** addresses this element.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcome **6** addresses this element.
C. Understanding of themselves and their natural and technological environments.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
D. Ability to reason qualitatively and quantitatively.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
F. Aesthetic and artistic values.	Outcome **6** addresses this element.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes **5** and **6** address this element.

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

Science or Computer Science
Outcomes:
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
Criteria:
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student who successfully completes this course should be able to:* **1.** Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms. **2.** Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes. **3.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. **6.** Asses the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural 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 "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to characterize and classify landforms will enable students to gather and comprehend scientific information (observations made on landforms). Outcome **1** by developing a student's ability to "infer the geologic process which formed landforms" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes" will enable students to gather and comprehend scientific information (about earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity, and time). Outcome **2** by developing a student's ability to "analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes" will enable students to "explore ideas, models and solutions and generate further questions" associated with landscape development. • Outcome **3** by developing a student's ability to "access earth science

	information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this (earth science) information with current models of earth surface processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with earth surface processes. • Outcome **4** by developing a student's ability to "make field based observations and measurements of landforms and/or surface processes" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "compare this information (field based observations & measurements) with current models of earth surface processes identifying areas of congruence and discrepancy, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with earth surface processes. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes, and coastal erosion both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by flooding, slope processes, and coastal erosion). Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these (flooding, slope processes, and coastal erosion) hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with earth surface processes.

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"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability "analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific

	modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to 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"?**	Course outcomes **3, 4, 5,** and **6** enable students to meet this outcome. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of landscapes and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context" will enable students to critically examine the influence of scientific 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.

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	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	G203	Proposed prefix and number	
Current course title	Historical Geology	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces historical geology which deals with geologic time, fossils, stratigraphic principles, and the geologic history of the North American continent. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: A. be able to demonstrate an understanding of the principles and methods used in interpreting the past history of the Earth B. understand geologic time and the methods used in its determination C. be able to dicuss the geologic changes that have occurred in North America throughout geologic time D. be able to discuss how the fossil record changes throughout geologic time E. have an understanding of the theory of plate tectonics and its role in the changing surface of the Earth F. have the ability to communicate scientific concepts effectively through written reports G. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas. • Analyze how relative and absolute dating have been used to construct and refine the geological time scale. • Use their understanding of earth systems and biological evolution to explain major events in the geologic record. • Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy. • Make field based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with of current models of earth history identifying areas of congruence and discrepancy. • Assess the contributions of historical geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
No	This restatement of outcomes will not affect the content of the course.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/16/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/16/10	

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.
General Education Request Information

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Eriks Puris	eriks.puris@pcc.edu

	Name E-mail	Address
SAC Chair	Eriks Puris	eriks.puris@pcc.edu

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	mfyfield@pcc.edu

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

7. Complete the following Course Information:

Course Prefix and Number:	G203	Course Title:	Historical Geology

Course Credits:	4.0	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces historical geology which deals with geologic time, fossils, stratigraphic principles, and the geologic history of the North American continent. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student who successfully completes this course should be able to:* **1.** Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas. **2.** Analyze how relative and absolute dating have been used to construct and refine the geological time scale. **3.** Use their understanding of earth systems and biological evolution to explain major events in the geologic record. **4.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy. **5.** Make field based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with of current models of earth history identifying areas of congruence and discrepancy. **6.** Assess the contributions of historical geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

* 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.	Outcomes **2, 3**, and **6** address this element.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcomes **2**, **3** and **6** address this element.
C. Understanding of themselves and their natural and technological environments.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
D. Ability to reason qualitatively and quantitatively.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1, 2, 3, 4, 5,** and **6** address this element.
F. Aesthetic and artistic values.	Outcome **6** addresses this element.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome **6** addresses this element.

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

Science or Computer Science
Outcomes:
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
Criteria:
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student who successfully completes this course should be able to:* **1.** Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas. **2.** Analyze how relative and absolute dating have been used to construct and refine the geological time scale. **3.** Use their understanding of earth systems and biological evolution to evaluate possible explanations of major events in the geologic record. **4.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy. **5.** Make field based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth history identifying areas of congruence and discrepancy. **6.** Assess the contributions of historical geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural 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 "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to characterize and classify sedimentary rocks and fossils will enable students to gather and comprehend scientific information (observations made on sedimentary rocks and fossils). Outcome **1** by developing a student's ability to "infer the past environments recorded by specific geologic areas" will enable students to "explore ideas, models and solutions and generate further questions" associated with historical geology. • Outcome **2** by developing a student's ability to "analyze how relative and absolute dating have been used to construct and refine the geological time scale" will enable students to gather and comprehend scientific information (the methods used to construct the geologic time scale). Outcome **2** by developing a student's ability to "analyze how relative and absolute dating have been used to construct and refine the geological time scale" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic time. • Outcome **3** by developing a student's ability to "use their understanding of earth systems and biological evolution to evaluate possible explanations of major events in the geologic record" will enable students to gather and comprehend scientific information (about earth systems and biological evolution). Outcome **3** by developing a student's ability to "use their understanding of earth systems and biological evolution to evaluate possible explanations of

	major events in the geologic record" will enable students to "explore ideas, models and solutions and generate further questions" associated with earth history. • Outcome **4** by developing a student's ability to "access earth science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **4** by developing a student's ability to "compare this (earth science) information with current models of earth history identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with earth history. • Outcome **5** by developing a student's ability to "make field based observations and measurements of landscapes, rock and fossils" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **5** by developing a student's ability to "use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth history identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with earth history.

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"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to "analyze how relative and absolute dating have been used to construct and refine the geological time scale" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **3** by developing a student's ability to "use their understanding of earth systems and biological evolution to evaluate possible explanations of major events in the geologic record" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "make field based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth history identifying areas of congruence and discrepancy" will enable students

	to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations.

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"?**	Course outcomes **2, 3, 4, 5,** and **6** enable students to meet this outcome. • Outcome **2** by developing a student's ability to "analyze how relative and absolute dating have been used to construct and refine the geological time scale" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "use their understanding of earth systems and biological evolution to evaluate possible explanations of major events in the geologic record" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "make field based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth history identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **6** by developing a student's ability to "assess the contributions of historical geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural context" will enable students to critically examine the influence of scientific 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.	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
X description
☐ prerequisites and co-requisites
X outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Comp./Lit.	Submitter name Phone Email	Andrew Cohen, x8019, Andrew.cohen
Current prefix and number	ENG 215	Proposed prefix and number	ENG 215
Current course title	Literature of Genocide	Proposed title (60 characters max)	Literature of Genocide
Reason for title change	N/A	Proposed transcript title (30 characters max)	Literature of Genocide

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

Current Description	Proposed Description
Explores a range of writings and films on genocide and its aftermath. Considers memoirs, fiction, poetry, literary nonfiction, and films created by survivors and other in relation to genocide and its varied historical contexts. Prerequisite: WR 115 and RD 115 or equivalent placement test scores.	Introduces a range of international texts and films pertaining to genocide in order to explore the social, cultural, political, and historical conditions that have lead to genocide, the conditions it creates for its victims, and its aftermath. Explores experiences of individuals, later generations, and nations, including issues of exile and reconciliation. Considers memoirs, fiction, poetry, literary nonfiction, documentaries and feature films created by survivors and others.

Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
• Understand particular texts within the historical and cultural context of the Holocaust • Recognize how individual experiences, such as the severe trauma suffered by survivors, can be transformed into stories or other literary forms • Articulate the significance of bearing witness to the Holocaust and the political (in a broad sense) content of Holocaust writing • Engage, through the text, an unfamiliar and very difficult experience • Understand the universal elements contained within the Holocaust "story" • Articulate how the impact of the Holocaust goes beyond its direct victims and can continue to be felt for many generations • Consider the factors—such as antisemitism and other deep seated prejudices and ineffective government responses--which brought about the Holocaust and contributed to the large scale of the tragedy • Discuss the resistance to Nazi ideology and occupation, including those who acted to rescue potential victims • Discuss the Holocaust denial movement • Discuss how the events of the Holocaust are both unique and in some ways similar to those of other genocides	1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature. 2. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 3. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 4. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 5. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.
Reason for change	To better reflect the course's cultural literacy designation and more accurately reflect content.

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	7/10/2010
SAC Administrative Liaison	Email	Date

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.
General Education Request Information

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Andrew Cohen	Andrew.cohen

	Name E-mail	Address
SAC Chair	Andrew Cohen	Andrew.cohen

	Name E-mail	Address
SAC Admin Liaison	Dave Stout	dstout

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

7. Complete the following Course Information:

Course Prefix and Number:	Eng250	Course Title:	Literature of Genocide

Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces a range of international texts and films pertaining to genocide in order to explore the social, cultural, political, and historical conditions that have lead to genocide, the conditions it creates for its victims, and its aftermath. Explores experiences of individuals, later generations, and nations, including issues of exile and reconciliation. Considers memoirs, fiction, poetry, literary nonfiction, documentaries and feature films created by survivors and others.

Course Outcomes:	Upon completion of English 215 with a "C" or higher, students will be able to: 1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature. 2. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 3. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 4. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 5. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.

8. Address PCC's General Education Philosophy Statement:

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

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

Such endeavors are a lifelong undertaking. The General Education component of the associate degree

programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request: a. The course includes a wide spectrum of concepts and/or a variety of theoretical models. b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The class explores literature from around the world that encourages students to reflect on their own culture and the responsibilities each of us has for genocides in their own cultures and around the world.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is literature, history from a global and personal perspective is part and parcel to the focus of this course given its subject matter. Roles played by gender and by various cultures are looked at in the context of the readings and films, which offer a wide range of perspectives (men, women, children, different cultures).

C. Understanding of themselves and their natural and technological environments.	The literature at the heart of this class inevitably explores how technology and even the physical environment play roles in genocide. Outcome 4 addresses the issue of understanding ourselves quite directly: Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding.

D. Ability to reason qualitatively and quantitatively.	Critical thinking and reasoning is an essential part of any textual analysis, as well as the larger undertaking of trying to explore the causes and impacts of genocide through this literature.

E. Ability to conceptually organize experience and discern its meaning.	Writing coherent and compelling essays—as per outcome 6—requires students to conceptually organize experiences (especially those pertaining to genocide) and to begin to discern their meaning.

F. Aesthetic and artistic values.	A central purpose of the task is to explore the aesthetic and artistic value of various works of literature and films.

G. Understanding of the ethical and social requirements of responsible citizenship.	Students won't leave this class without a larger understanding of the ethical and social requirements as citizens and humans on this earth.

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

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature. 2. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 3. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 4. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through rigorous textual analysis, animated discussions, and lots of writing and reflection.

How does the course enable a student to "critically analyze values and ethics within a range of human	The course enables students to do this through the rigorous exploration—through reading, writing, and discussion—of literature and film representing a wide variety of powerful human experiences from around the world.

experience and expression to engage more fully in local and global issues”?**	
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

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

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

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

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

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

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

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	
****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.	

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:	Eng 250	Course Title:	Literature of Genocide

Course Description:	Introduces a range of international texts and films pertaining to genocide in order to explore the social, cultural, political, and historical conditions that have lead to genocide, the conditions it creates for its victims, and its aftermath. Explores experiences of individuals, later generations, and nations, including issues of exile and reconciliation. Considers memoirs, fiction, poetry, literary nonfiction, documentaries and feature films created by survivors and others.
Course Outcomes:	Upon completion of English 215 with a "C" or higher, students will be able to: 1. Identify and discuss qualities of genocide literature and film, and the unique issues encountered by writers and readers alike when approaching this literature. 2. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 3. Read/watch analytically and sensitively to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 4. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to

	engage in thoughtful discussion and self-reflection in the context of this understanding. 5. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur. 6. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Discuss the complexities and tensions underlying the definition of genocide, and the issues surrounding intervention and a nation's purview over its own citizens and culture. 2. Use literary texts and films from a variety of perspectives to understand the wide range of experiences around genocide, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 3. Discuss how culturally-based practices, values, and beliefs, and the historically defined meanings of difference can create an environment for genocide to occur.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The literature and films that lie at the center of this course necessarily grapples with issues of cultural practices, values and beliefs and culturally and historically defined meanings of difference. Through focused discussions and writings about this literature—through the process of meeting the outcomes for this course—students will not only examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues, but also understand how culturally based assumptions influence perceptions, behaviors, and policies, especially those leading to genocide and other atrocities.

5. Submit this request form to the Curriculum Office to begin the approval process.

	Name E-mail	Address
Person Submitting This Request	Andrew D. Cohen	Andrew.cohen

	Name E-mail	Address
SAC Chair	Andrew D. Cohen	Andrew.cohen

	Name E-mail	Address
SAC Admin Liaison	Dave Stout	dstout

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ID 132
Current Course Title:	Planning Interiors
Computation Hours:	10
Content (Activities, Skills, Concepts, etc.):	- Students construct drafted documents throughout the term which require architectural drafting standards and dimensioning with scale integers. - Drawing types include plan, elevation and axonometric. - All of the required drawings require the use of scaled design appropriate to drawing type.
Communication Hours:	15
Content (Activities, Skills, Concepts, etc.):	- Students are required to demonstrate "skills in verbal communication" by presenting the design solution to others. - Communication it done verbally as well as visually. - Visual communication involves architectural drawings, diagrams and concept development.
Human Relations Hours:	20
Content (Activities, Skills, Concepts, etc.):	- Students are required to deomonstrate knowledge of user needs and profiles. - Students study the impact of their design on the users (clients) for this studio project. - Students must comprehend the meaning of their design on the health, safety and welfare of the users (clients) of their design.
Contact Name:	Amanda Ferroggiaro
Contact Email:	amanda.ferroggiaro1@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ID 133
Current Course Title:	Space Planning and Design
Computation Hours:	10
Content (Activities, Skills, Concepts, etc.):	- Students construct drafted documents througout the term which require architectual drafting standards and dimensioning with scale integers - Drawing types include plan, elevation and axonometric - Student calculate slopes for ADA compiant access ramps.
Communication Hours:	15
Content (Activities, Skills, Concepts, etc.):	- Students are required to communicate their design solutions in casual and formal critiques. - Visual communication involves architectural drawings, diagrams, and concept development. - Students must explain verbally their "design/ problem solving" efforts.
Human Relations Hours:	20
Content (Activities, Skills, Concepts, etc.):	- Students are required to deomonstrate knowledge of user needs and profiles. - Students study users of all abilities and mobilities and design spaces appropraite to these people (clients). - Students must comprehend the impact of their design on the health, safety and welfare of the users (clients).
Contact Name:	Amanda Ferroggiaro
Contact Email:	amanda.ferroggiaro1@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ID 138
Current Course Title:	Intro to Kitchen and Bath Planning
Computation Hours:	10
Content (Activities, Skills, Concepts, etc.):	- Students construct drafted documents througout the term which require National Kitchen and Bath Association [NKBA]and architectual drafting standards: dimensioning with scale integers is required. - Drawing types include plan and elevation which are scaled drawings with extensive dimensioning for installation/ implementation of the design scheme.
Communication Hours:	15
Content (Activities, Skills, Concepts, etc.):	- Students are required to communicate their design solutions in casual and formal critiques. - Students must explain verbally their "design/ problem solving" efforts. - Students are required to verbally communciate their product specification process.
Human Relations Hours:	20
Content (Activities, Skills, Concepts, etc.):	- Students are required to deomonstrate knowledge of user needs and profiles. - Students study users of all abilities and mobilities and design kitchens and bathrooms appropraite to these people (clients). - Students must comprehend the impact of their design on the health, safety and welfare of the users (clients).
Contact Name:	Amanda Ferroggiaro
Contact Email:	amanda.ferroggiaro1@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ID 236
Current Course Title:	Lighting Design
Computation Hours:	15
Content (Activities, Skills, Concepts, etc.):	- Students construct drafted documents throughout the term which require architectual drafting standards and dimensioning with scale integers - Students calculate energy use with watts per square foot lighting levels using specific formulas in the class. - Students calculate for candlepower strength using specific formulas for directional lighting. - Calculation exercises are done as in-class work, project requirements and on exams.
Communication Hours:	15
Content (Activities, Skills, Concepts, etc.):	- Students are required to communicate their design solutions in casual and formal critiques. - Visual communication involves archtiectural drawings, diagrams and concept development. - Students must explain verbally their "design/ problem solving" efforts.
Human Relations Hours:	20
Content (Activities, Skills, Concepts, etc.):	- Students are required to deomonstrate knowledge of user needs and profiles. - Students study the particular needs of older users and diminished vision. - Students must comprehend the impact of their lighting design on the health, safety and welfare of the users (clients).
Contact Name:	Amanda Ferroggiaro
Contact Email:	amanda.ferroggiaro1@pcc.edu