CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
November 2, 2011
Sylvania CC, Conference Rm B

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

Experimental Courses:

PE 199X – Bowling
ID 199 – Digital Rendering and Presentation
TA 299E - Puppetry

Course Inactivation:

none

Available Grading Option:
CAS 103, 109, 110, 122, 180, 231, 232
MA 112, 118, 122, 132
MTH 15

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

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

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

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

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

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

37. AD 250 – Advanced Counseling
Course Revision – Out

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

39. AD 255 – Multiple Diagnosis
Course Revision – Out

106. ART 211 – Modern Art History/19th Cen Europe
Course Revision - Title, Des, Out

107. ART 212 – Modern Art Hist/Early 20th Cen Art
Course Revision – Des, Out

108. ART 213 – Modern Art Hist: Art Since 1945
Course Revision – Des, Out

109. ART 217 – Understanding Comics Art
Course Revision – Des, Out

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

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

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

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

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

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

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

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

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

137. ART 213 – Modern Art History/Art Since 1945
Designation – General Education

138. ART 217 – Understanding Comics Art
Designation – General Education

140. ART 231 – Drawing
Designation – General Education

141. ART 237 – Life Drawing
Designation – General Education

142. ART 240 – Digital Photo II
Designation – General Education

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

144. ART 277 – Life Painting
Designation – General Education

145. ART 281 – Painting II
Designation – General Education

146. ART 284 – Watercolor I
Designation – General Education

147. ART 287 – Watercolor II
Designation – General Education

256. WR 240 – Creative Writing—Nonfiction
Course Revision – Des, Out

262. WR 248 – Adv Creative Writing—Nonfiction
Course Revision – Des, Out

283. WR 240 – Creative Writing—Nonfiction
Designation – General Education

291. WR 248 – Adv Creative Writing—Nonfiction
Designation – General Education

<u>New Business:</u>

292. MM 245 – Internet Delivery Methods
Course Revision – Des, Out

293. HST 103 – Western Civilization: Modern Europe
Designation – General Education

294. HST 201 – History of the U.S. – I
Designation – General Education

295. HST 278 – Russian History I
Designation – General Education

296. HUM 100 – Introduction to Humanities
Designation – General Education

297. HUM 201 – Humanities and Technology: Exploring Origins
Designation – General Education

298. HUM 202 – Humanities and Technology: Contemporary Issues
Designation – General Education

299. HUM 203 – Humanities and Technology: Future Directions
Designation – General Education

300. HUM 204 – History of Africa
Designation – General Education

301. HUM 205 – African Literature
Designation – General Education

302. HUM 206 – African Art
Designation – General Education

303. HUM 214 – Race and Racism
Designation – General Education

304. HUM 221 – Leadership Development
Designation – General Education

305. LAT 110 – Grounds Maintenance
Course Revision – Des, Out

306. LAT 225 – Water Gardens
Course Revision – Des, Out

307. CSS 200 – Soils and Plant Nutrition
Course Revision – Des, Out

308. LAT 110 – Grounds Maintenance
Contact/Credit Hour Change

309. LAT 225 – Water Gardens
Contact/Credit Hour Change

310. CSS 200 – Soils and Plant Nutrition
Contact/Credit Hour Change

311. LAT 224 – Grading and Drainage
New Course

312. LAT 211 – Landscape Construction Practice II
New Course

313. LAT 273 – Sustainable Landscape Water Management
New Course

314. BIT 102 – Current Topics in Bioscience Technology
New Course

315. BIT 126 – Applied Quality Practices
New Course

316. BIT 107 – Bioscience Lab Math
Course Revision – Req

317. BIT 181 – Exploring Bioscience
Course Revision – Des, Out, Req

318. BIT 181 – Exploring Bioscience
Contact/Credit Hour Change

319. PHL 185 – Computer Ethics
Designation – General Education

320. PHL 191 – Analysis & Evaluation of Argument
Designation – General Education

321. PHL 195 – Critical Thinking: Science & the Occult
Designation – General Education

322. PHL 197 – Electronic Media & The Presentation of Reality
Designation – General Education

323. PHL 201 – Being and Knowing
Designation – General Education

324. PHL 202 – Ethics
Designation – General Education

325. PHL 204 – Philosophy of Religion
Designation – General Education

326. PHL 205 – Biomedical Ethics
Designation – General Education

327. PHL 206 – Introduction to Environmental Ethics
Designation – General Education

328. PHL 207 – Ethics and Aging
Designation – General Education

329. PHL 208 – Political Philosophy
Designation – General Education

330. PHL 209 – Business Ethics
Designation – General Education

331. PHL 211 – Existentialism
Designation – General Education

332. PHL 221 – Symbolic Logic
Designation – General Education

333. PHL 222 – Philosophy of Art and Beauty
Designation – General Education

334. MP 140 – Introduction to Health Law and Ethics
New Course

335. CAS 103 – Introduction to Windows
Course Revision – Des, Out

336. CAS 104 – Basic Internet Skills
Course Revision – Des, Out

337. CAS 106 – Introduction to X/HTML
Course Revision – Des, Out

338. CAS 109 – Beginning PowerPoint
Course Revision – Des, Out

339. CAS 110 – Introduction to Web Graphics using Fireworks
Course Revision – Des, Out

340. CAS 111D – Beginning Website Creation: Dreamweaver
Course Revision – Title, Des, Out

341. CAS 111E – Beginning Website Creation: Expression Web
Course Revision – Title, Des, Out

342. CAS 122 – Keyboarding for Speed/Accuracy
Course Revision – Des, Out

343. CAS 123 – Production Keyboarding
Course Revision – Des, Out

344. CAS 133 – Basic Computer Skills/Microsoft Office
Course Revision – Des, Out

345. CAS 137 – Basic Web Design Skills/Adobe
Course Revision – Des, Out

346. CAS 140 – Beginning Access
Course Revision – Des, Out

347. CAS 150 – Intro to Speech Recognition
Course Revision – Des, Out

348. CAS 151 – Microsoft Outlook
Course Revision – Des, Out

349. CAS 170 – Beginning Excel
Course Revision – Des, Out

350. CAS 170A – Beginning Excel
Course Revision – Des, Out

351. CAS 171 – Intermediate Excel
Course Revision – Des, Out

352. CAS 175 – Introduction to Flash
Course Revision – Des, Out

353. CAS 180 – Search Engine Optimization-SEO
Course Revision – Des, Out, Req

354. CAS 181 – Website Creation using CMS
Course Revision – Des, Out

355. CAS 206 – Principles of X/HTML
Course Revision – Des, Out

356. CAS 208 – Begin. Photoshop for the Web
Course Revision – Des, Out

357. CAS 214 –Beginning ColdFusion/CFML
Course Revision – Des, Out

358. CAS 215 – Cascading Style Sheet (CSS) and Dynamic HTML
Course Revision – Des, Out

359. CAS 216 – Beginning Word
Course Revision – Des, Out

360. CAS 216A – Beginning Word
Course Revision – Des, Out

361. CAS 231 – Publisher
Course Revision – Des, Out

362. CAS 232 – Desktop Publishing: InDesign
Course Revision – Des, Out

363. CAS 275 – Intermediate Flash
Course Revision – Des, Out, Req

364. ART 115 – Basic Design- 2D Foundations
Course Revision – Title, Des, Out

365. ART 116 – Basic Design – Color Foundations
Course Revision – Title, Des, Out

366. ART 117 – Basic Design – 3D Foundations
Course Revision – Title, Des

367. ART 270 – Printmaking
Course Revision – Des, Out

368. ART 271 – Printmaking II
Course Revision – Des, Out

369. ART 290 – Sculpture: Plaster/Clay
Course Revision – Des, Out

370. ART 291 – Sculpture: Carving
Course Revision – Des, Out

371. ART 292 – Sculpture: Mixed Media
Course Revision – Des, Out

372. ART 293 – Figure Sculpture
Course Revision – Des, Out

373. ART 294 – Sculpture: Metals
Course Revision – Des, Out

374. ART 115 – Basic Design- 2D Foundations
Designation – General Education

375. ART 116 – Basic Design – Color Foundations
Designation – General Education

376. ART 117 – Basic Design – 3D Foundations
Designation – General Education

377. ART 270 – Printmaking
Designation – General Education

378. ART 271 – Printmaking II
Designation – General Education

379. ART 290 – Sculpture: Plaster/Clay
Designation – General Education

380. ART 291 – Sculpture: Carving
Designation – General Education

381. ART 292 – Sculpture: Mixed Media
Designation – General Education

382. ART 293 – Figure Sculpture
Designation – General Education

383. ART 294 – Sculpture: Metals
Designation – General Education

384. ESOL 159 – VESL Support Course
Course Revision – Number change to ESOL 59

385. ESOL 59 – VESL Support Course
Course Revision – Number change to ESOL59N

386. FP 111 – Firefighter I Skills Academy
Course Revision – Title, Des, Out

387. FP 112 – Firefighter II Skills Academy
Course Revision – Title, Des, Out

388. FP 123 – Hazardous Materials Awareness/Operation
Contact/Credit Hour Change

389. FP 200 – Fire Service Hydraulics and Water Supply
Course Revision – Title, Des, Req, Out

390. HIM 293 – Health Information Directed Practice 2
Course Revision – Title, Des, Req, Out

391. HIM 293 – Health Information Directed Practice 2
Contact/Credit Hour Change

392. MTH 91 – Intermediate Algebra Part 1
Course Revision – Des

393. MTH 92 – Intermediate Algebra Part 2
Course Revision – Des

394. MA 180 – Coding and Reimbursement
Contact/Credit Hour Change

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM250	Proposed prefix and number	
Current course title	Adv MM Project Development I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Designed to allow the student to combine their creative and technical skills developed in the preceding 100 and 200 level Multimedia classes through the production of a consummate project. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions.	Explores the connection between creative and technical skills required to develop digital multimedia projects. Covers planning, producing and implementation of interactive projects using industry standard software. Prerequisites: MM 230, 231, 235

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Plan, design and create interactive digital media projects using industry standard software tools. Use project management tools for group productions. Creates a business plan including strategies to demonstrate how digital media projects add value to potential clients. Analyze, evaluate, and critique interactive multimedia projects-in-progress and implement suggested changes.
Reason for change	Update/consolidation

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MM230	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM231	X ☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number: MM235	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM236	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM240	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM241	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM245	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MM230	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM231	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM235	X ☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM251	Proposed prefix and number	
Current course title	Adv MM Project Development II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Further develop the project created in MM 250. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisite: MM 250 or instructor permission.	Continues to develop digital multimedia skills used in planning, producing and implementing interactive projects using industry standard software. Prerequisites: MM250

Reason for change	Update

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

Current learning outcomes	New learning outcomes
1. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Plan, design and create interactive digital media projects using industry standard software tools. Create group productions using project management tools. Explain the value of digital media to potential clients when creating business plans and strategies. Assist clients by adding value to their interactive multimedia projects through analysis, evaluation, critique and suggestions.

Reason for change	Update/consolidation

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

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

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

Proposed prerequisites, corequisites and concurrent
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement into:

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM252	Proposed prefix and number	
Current course title	Adv MM Project Development III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Further develop the project created in MM 251. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisite: MM 251 or instructor permission.	Continues skill development in the production of digital media to a mastery level using industry standard software. Prerequisites: MM251

Reason for change	Update

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

Current learning outcomes	New learning outcomes
1. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Plan, design and create interactive digital media projects at a mastery level using industry standard software tools. Create professional group productions using project management tools. Explain the value of digital media to potential clients when creating business plans and strategies. Assist clients by adding value to their interactive multimedia projects through analysis, evaluation, critique and suggestions.

Reason for change	Update/consolidation

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Mathematics	Submitter name, phone, and email	Henry Mesa, 971 – 614- 7605, hmesa@pcc.edu
Course prefix and number	MTH 243	Course title	Statistics I

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	4	Lecture	5
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits		Total credits	

Reason for change:	More universities are requiring that we include the topic significance testing in order for our course to transfer seamlessly. This is a topic that we do not have the time to cover with our current credit hour. Omitting other topics is not an option as the faculty feel the curriculum for MTH 243 has already been stripped of unnecessary topics.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☒ Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☒ Yes ☐ No	If yes, please explain	The only Program that has MTH 243 as part of their curriculum and not merely part of the potential math electives is Microelectronics. The change will add a credit to their AAS Degree. They would rather not have this extra credit. It may cause them to drop our course as a requirement for their degree, but that is not yet certain.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Adding this topic to MTH 243 is not duplicating any other course out there. The subject is still taught in MTH 244 as part of the statistical tests that are conducted and taught in more detail than will be taught in MTH 243 if the extra credit is approved.
Implementation term		☐ Next available term after approval ☒ Specific term Summer 2012

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

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

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

Portland Community College

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 152	Proposed prefix and number	
Current course title	Group Counseling and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of this course, the student will be able to: 1) Understand the stages of group development. 2) Demonstrate group centered, interpersonal and leader centered interventions. 3) Function as a co-facilitator in a group. 4) Identify and articulate therapeutic factors in an addiction specific group.	As a result of this course the student will be able to: 1. Differentiate process from content issues and apply both in group counseling with the addicted population. 2. Employ effective trauma informed group interventions in addiction counseling. 3. Function as a group facilitator by implementing group interventions. 4. Maintain confidentiality, healthy boundaries and ethical practice in group leadership.

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

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 184	Proposed prefix and number	
Current course title	Men and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
This course is primarily a consciousness raising opportunity created to facilitate the student being able to become aware and able to articulate issues specific to the male experience. The student will also develop an ability to describe how these issues impact drug use, addiction and recovery for men.	At the conclusion of this course students will be able to: 1. Describe and apply program elements of gender specific addiction treatment for boys and men. 2. Identify and demonstrate gender specific addiction treatment interventions and processes. 3. Incorporate Trauma and Wellness Informed Services specific to the male population. 4. Identify, address and monitor issues of counter-transference that are stimulated when working with the male population.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 250	Proposed prefix and number	
Current course title	Advanced Counseling	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of this course, the student will be able to: 1. Conduct ongoing self-assessment of functioning in key areas of relationship skills. 2. Articulate and apply key elements of Evidence-Based/Best-Practice models in the areas of relationship, cognitive behavioral therapy, and stages of change. 3. Apply a wide range of clearly defined therapeutic skills, techniques, and interventions based on Evidence-Based/Best-Practice for clients in various phases of recovery from personal addiction(s). 4. Create and update written inventory of personal cognitive belief system and relationship of these beliefs to functioning as professional counselor. 5. Understand and articulate the impact of vicarious traumatization on the addictions. counselor and create an ongoing personal plan to assess and develop support necessary to maintain high levels of personal/professional functioning in the field.	Upon completion of this course, the student will be able to: 1. Conduct ongoing self-assessment of functioning in key areas of counselor relationship skills with addiction clients and utilize assessment to implement effective treatment interventions. 2. Articulate and apply key elements of Evidence-Based/Best Practice (EVP/BP) models in the areas of counselor/client relationship, cognitive behavioral therapy, and stages of change with addiction clients. 3. Apply a wide range of clearly defined therapeutic skills (including trauma and wellness informed services), techniques, and interventions based on EVP/BP for addiction clients in various phases of recovery. 4. Monitor and mitigate the role of vicarious traumatization on the addictions counselor to maintain high levels of personal/professional functioning in the field.

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

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

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

Current prerequisites, corequisites and concurrent

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

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

Proposed prerequisites, corequisites and concurrent

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

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

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

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 251	Proposed prefix and number	
Current course title	Advanced Counseling Skills Mastery	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Demonstrate a minimally facilitative skill level on empathy, genuineness, concreteness, and respect scales, as measured by the Robert Carkhoff Scales. 2. Demonstrate intermediate and advanced counseling skills required for initial employment as an addictions counselor.	1. Maintain at least a minimal level of therapeutic functioning and empathy when working with addiction clients. 2. Utilize a variety of confrontation techniques effectively during a counseling interview (responding to conflicts, feedback, use of questions, and immediacy) when working with addiction clients. **3.** Employ motivational interviewing counseling skills to initiate client change process when working with addiction clients.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 255	Proposed prefix and number	
Current course title	Multiple Diagnosis	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
2. Develop ethical guidelines regarding limits of competency and when to refer clients. 3. Conduct a referral interview with a client and determine the most appropriate documentation and follow-up strategy. 4. Screen dual diagnosis clients using DSMIVtr and, through clinical supervision, consultation, and/or referral and co-case management, provide effective services. 5. Understand and utilize the expertise of mental health professionals on staff and at other agencies. 6. Understand integrated treatment. 7. Complete Addiction Counselor Certification Board of Oregon (ACCBO) prerequisite requirement for HIV risk assessment/risk reduction training.	Upon completion of this course, the student will be able to: 1. Conduct a communicable disease and co-existing mental disorders assessment with clients from the addicted population. 2. Articulate ethical guidelines that focus on limits of competency and appropriateness of making referrals. 3. Interact with mental health professionals as part of an integrated approach to treatment and contribute to the development of an appropriate and effective treatment plan for addicted clients who may have multiple disorders/issues. 4. Complete information based training that prepares them to meet the ACCBO requirement for HIV risk assessment/risk reduction training.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Prudence Roberts 7118 prudence.roberts@pcc.edu
Current prefix and number	Art 211	Proposed prefix and number	
Current course title	Modern Art History/19th Cen Europe	Proposed title (60 characters max)	Modern Art History/19th Cen Europe & America
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
The Nineteenth Century saw the beginning of the modern world and modern societies in Europe. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our	Explores the beginning of the modern world and modern societies in Europe and the United States. Examines and analyzes the visual arts to reveal some effects of societal changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and

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

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

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

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Prudence Roberts 7118 prudence.roberts@pcc.edu
Current prefix and number	Art 212	Proposed prefix and number	
Current course title	Modern Art Hist/Early 20th Cen Art	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
The turn of the Twentieth Century witnessed revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and	Explores early 20th century revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or

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

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	• Develop an understanding of the connections that link visual arts to other cultural and technological developments • View art of the early 20th century "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world • Recognize formal qualities in modern art and read visual elements, artistic and cultural styles, and symbols
Reason for change	Language not consistent with curriculum committee requirements; outcomes repetitive

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Prudence Roberts 7118 prudence.roberts@pcc.edu
Current prefix and number	Art 213	Proposed prefix and number	
Current course title	Modern Art Hist: Art Since 1945	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
World War II ended the supremacy of Europe in the visual art world and focused attention on America. Examines and analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values,	Focuses attention on American art, as World War II ended the supremacy of Europe in the visual art world. Analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values and to gain a greater understanding of contemporary art with its global

and to gain a greater understanding and appreciation of contemporary art. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available	perspective. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available
Reason for change	Language not consistent with curriculum committee requirements

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
The student will: • appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement • view works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment • generalize course content to other art not covered in the course so that he/she can understand and value art and architecture in all-encompassing ways, in this country and abroad	• Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms • View art of our times "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past • Understand the effects of globalization and new media on how art is conceived and received in the modern era • Recognize formal qualities in contemporary art and read visual elements, artistic and cultural styles, and symbols
Reason for change	Language not consistent with curriculum committee requirements; outcomes repetitive

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
X☐ title
X☐ description
X☐ 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	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 217	Proposed prefix and number	
Current course title	Understanding Comics Art	Proposed title (60 characters max)	Comics Art & Literature
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Examines comics art as a medium of visual communication. Aesthetic qualities unique to comic books and graphic novels analyzed in artistic, historical, and narrative contexts using seminal texts. Strongly recommend: Placement into WR 121 and RD 115.	Examines comics art as a medium of visual narrative. Analyzes aesthetic qualities unique to comic books and graphic novels in artistic, historical, and literary contexts using seminal texts. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Art 217 requires an extensive amount of writing from students and is structured more like an art history course, not a studio class. It is imperative that students enrolled in the class have basic writing skills to succeed. The addition of the listed prerequisites will create consistency among the department's art 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
Student will: -develop an appreciation of comics as an artistic and literary practice; -be able to explicate the history of comics and its creators; -learn to regard works of comics art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later comic art, and its relationship to a particular cultural moment; -increase understanding of word/image relationships and visual communication; -acquire knowledge of the relationship between - draft formal tools for aesthetic criticism; -generalize course content to other art not covered in the course so that he/she can understand and value art in all-encompassing ways; -acquire skills to explore narrative content/image relationships.	❖ Find and develop creative ways to appreciate comics art as an artistic and literary practice through exploration of the art form's diversity and narrative potential. ❖ Increase one's understanding of word/image relationships and visual communication. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others. ❖ Understand and interpret relationships between comics and commercialism. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art. ❖ Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

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

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
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 ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464
Current prefix and number	237	Proposed prefix and number	same
Current course title	Life Drawing	Proposed title (60 characters max)	same
Reason for title change	Outcomes and description need rewriting	Proposed transcript title (30 characters max)	**same**

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

Current Description	Proposed Description
Students study and draw the human form from professional models. Applying various drawing techniques and concepts, students study the structure, form and proportions of the human figure. Emphasis is upon personal progress as an artist with attention to composition. May be taken three times for credit.	Investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. May be taken three times for credit.

Reason for change	Removes cumbersome phrase “students study” and is more concise.

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

Current learning outcomes	New learning outcomes
1. Begin to know and interpret the human figure through process of learning to draw. 2. Become familiar with varied proportions of human figure. 3. Become aware of special nature of learning how to draw and know the difference between process and product. 4. Experience the connection between eye and hand. 5. Observe the figure drawing in history to discover options and possibilities. 6. Become sensitive to the way art helps us understand ourselves and our world. 7. Trust and develop intuitive consciousness through figure drawing. 8. Be introduced to basic aesthetic principles: taste, judgement, expression, etc.	1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies. 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing. 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

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

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

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes 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
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual and Performing Arts and Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 240	Proposed prefix and number	
Current course title	Digital Photo II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

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

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

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

Current learning outcomes	New learning outcomes
Students will: • Continue to use digital photographic proficiency in order to produce works of art • Persist in understanding culture and society through comprehension of visual literacy • Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments	Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these

	principles to everyday life. □ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.
Reason for change	Needed to elaborate and be more specific about the outcomes as the original ones do not seem specific enough.

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

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

Current prerequisites, corequisites and concurrent

■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 140 or instructor permission	x Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

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

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

Please provide details, who was contacted and the resolution.

Yes x No	
Implementation term	x Next available term after approval ■ Specify term(if AFTER the next available term)

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual and Performing Arts and Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 243	Proposed prefix and number	
Current course title	The Photographic Portfolio	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Provides framework within which students may pursue their unique photographic vision. Explores role of photography in the arts, and rights and responsibilities of the photographic artist. Work in black and white and/or color (color processed at student expense). May be taken three times. Prerequisite: ART 143.	Provides framework in which students may pursue their artistic vision through creating a professional portfolio of photographic work. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions, reading, research and artistic presentations. Creates a student-centered learning environment in which collaboration, creative problem solving and the development of each student's artistic vision is supported. Develops the skills needed to create productive workflows and advances the

	student's knowledge of professional standards in the field of photography. Requires students to own or have access to their own camera. Supports both film and/or digital photographic practices. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission. **Addendum to Course Description:** May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	Course description was not specific enough, did not allow for students working across the photographic possibilities to take the class and did not clearly describe the content of the course as well as neglected to require equipment that was integral to student success.

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

Current learning outcomes	New learning outcomes
Students will: • Continue to use digital photographic proficiency in order to produce works of art • Persist in understanding culture and society through comprehension of visual literacy • Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments	Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Exhibit a strong work ethic beneficial to them in their personal as well as professional practice. Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live. Integrate self and peer critiquing skills into their daily life independently & with sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. Ask meaningful questions, identify ideas and

	issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. □ Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.
Reason for change	Needed to elaborate and be more specific about the outcomes as the original ones do not seem specific enough.

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

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

Current prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 143	x Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Proposed prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 143 or ART 140 or ART 240 or instructor permission	■ Prerequisite	■ Corequisite	x pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes x No	
Implementation term	x Next available term after approval ■ Specify term(if AFTER the next available term)

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Mark Smith 971 722-8085 msmith@pcc.edu
Current prefix and number	Art 277	Proposed prefix and number	
Current course title	Life Painting	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Students study and paint the human form from professional models. Applying various painting techniques and concepts, students study the structure, form and proportions of the human figure. Emphasis is on personal development as an artist with attention to composition. Students will paint from a nude model. May be taken three times for credit.	Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit Pre-requisite: Art 181 & Art 281

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Through the process of learning to paint, begin to know and interpret the human figure. 2. Become familiar with varied proportions of the human figure. 3. Become aware of the special nature of learning how to paint. Know the difference between process and product. 4. Experience the connection between eye and hand. 5. Observe the history of figure painting to discover options and possibilities. 6. Become sensitive to the way art helps us understand ourselves and our world. 7. Trust and develop intuitive	1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an expanded art vocabulary in critical dialogue about the figure painting discipline. 4. Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a heightened awareness of the physical

consciousness through figure painting. 8. Be introduced to basic aesthetic principles: taste, judgment, expression, etc.	world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.
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	☐ Next available term after approval

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Mark Smith 971 722 8085 msmith@pcc.edu
Current prefix and number	Art 281	Proposed prefix and number	
Current course title	Painting II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Course Description A studio experience exploring ways of seeing and basic painting techniques, materials, and concepts while relating to historical and contemporary issues. A conceptual framework for critical analysis is presented along with basic art theory. May be taken three times for credit.	Explores ways of seeing and elaborates on basic painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: ART 116 and ART 181

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. Experience the process of learning to paint. 2. Become aware of the special nature of LEARNING to learn how to paint. 3. Experience the connection between eye and hand. 4. Observe painting through history to discover options and possibilities. 5. Become sensitive to the unique way art helps us to understand our world	1. Solve increasingly complex aesthetic problems creatively, using strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an intermediate knowledge of the painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ an expanded vocabulary in critical dialogue about the painting discipline. 4. Understand, interpret, and appreciate painting from different cultures, facilitating increased

and ourselves. 6. Trust and develop intuitive consciousness through painting. 7. Create a personally meaningful body of work.	engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Implement increased self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.

Reason for change	

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

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Mark Smith 971 722 8085 msmith@pcc.edu
Current prefix and number	Art 284	Proposed prefix and number	
Current course title	Watercolor I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

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

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

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

Current learning outcomes	New learning outcomes
1. Begin to experience the process of learning to paint. 2. Begin to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor . 3. Become aware of the special nature of learning to learn how to paint watercolor. 4. To become aware of issues that are relevant to the artist working in the watercolor medium. 5. Experience the connection between seeing the subject and watching how paint and brush work on watercolor paper. 6. Learn to move water and paint on stretched watercolor paper. 7. Become sensitive to the way art helps us understand ourselves and our world. 8. Trust and develop intuitive consciousness	1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a life-long engagement with the diversity of perspectives

through watercolor painting.	in the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for change	

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

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☐ No	

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Mark Smith 971 722-8085 msmith@pcc.edu
Current prefix and number	Art 287	Proposed prefix and number	
Current course title	Watercolor II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

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

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

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

Current learning outcomes	New learning outcomes
1. Continue to experience the process of learning to paint with watercolors. 2. Continue to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor. 3. Become aware of the special nature of learning to learn how to paint watercolor. 4. To become aware of issues that are relevant to the artist working in the watercolor medium. 5. Experience the connection between seeing the subject and watching how paint and brush work on paper. 6. Learn to move water and paint on stretched watercolor paper. 7. Become sensitive to the way art helps us understand ourselves and our world. 8. Trust and develop intuitive consciousness through watercolor painting.	1. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of

	human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for change	

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

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☐ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Prudence Roberts	prudence.roberts@pcc.edu
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Art 211	Course Title:	Modern Art History/19th Cen Europe & America
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Art 211	Course Title:	Modern Art History/19th Cen Europe & America

Course Description:	Explores the beginning of the modern world and modern societies in Europe and the United States. Examines and analyzes the visual arts to reveal some effects of societal changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	**Intended Outcomes for the Course:** • Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world • Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of	• Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world • Recognize the ways in which political events and technological changes affect the cultural climate of an era, be it historic or contemporary

the role played by gender and by various cultures.	

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

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	• Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols

F. Aesthetic and artistic values.	Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1, 2, 3: Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols *Explanation:* *(1.) In Art 211, students are introduced to terminology and tools of visual analysis related to 19th century art, from painting to sculpture and photography. (2, 3.) As they become conversant with the ideas and stylistic innovations that distinguish art of this era, they practice visual analysis*

	through written assignments, discussion and observation. 4: • Understand and value the art of the 19th century in all-encompassing ways and recognize how familiar much of it is in today's world *Explanation: 4. In studying the subjects and styles of 19th century art, students discover and discuss its influence on contemporary art and imagery they encounter.* 5: • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past *Explanation:* *(5): As students gain a deeper understanding of 19th century art and culture (formally, aesthetically, historically, socially and politically), they also reflect on how a work of art's meaning and reception is affected by their vantage point.*
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students study materials related to the making and meaning of 19th century art. They encounter paintings, sculpture, photography and architecture through lecture, discussion, tests and quizzes, essays and papers, projects, and field trips. Depending on the assessment, students analyze works visually; analyze works contextually using artistic, cultural, social, political and historical approaches; and analyze works while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore the cultural and social issues of Europe and America in the 19th century, including Colonialism and its legacy; the Industrial Revolution and its far-reaching effects and the debates and issues surrounding race and gender, they make connections between contemporary events and those of the past, and become aware of how art can express the human experience. In addition, students will become aware of how encounters between cultures altered and affected artistic ideas and aesthetics.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Prudence Roberts	prudence.roberts@pcc.edu
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:		Course Title:	Art 212
Course Credits:		Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Art 212	Course Title:	Modern Art History/Early 20th Cen Art

Course Description:	Explores early 20th century revolutions in science and technology, psychology and philosophy. Examines and analyzes the visual arts to reveal some effects of those changes, and to gain insight into our modern world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available

Course Outcomes:	The student will: • Develop an understanding of the connections that link visual arts to other cultural and technological developments • View art of the early 20th century "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past • Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world • Recognize formal qualities in early 20th century art and read visual elements, artistic and cultural styles, and symbols

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban 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.	• View art of the early 20th century "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past

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

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	• Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world

F. Aesthetic and artistic values.	• Recognize formal qualities in early 20th century art and read visual elements, artistic and cultural styles, and symbols

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

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

List the course outcome(s) from the course's CCOG that	1, 2, 3:

clearly reflect the above outcomes and criteria.*	• Recognize the ways in which political and technological events affect the cultural climate of an era, be it historic or contemporary • View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within its specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past *Explanation: 1. In Art 212, students are introduced to the fundamental issues and innovations of 20th century art in Europe and the United States. 2 and 3, Through written assignments, discussion and observation, they become conversant in the ideas and practices that distinguish art of this era.* 4: Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world *Explanation: 4. Students are encouraged to discover and discuss the influence of 20th century artistic techniques, styles and imagery on contemporary art they encounter.*
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students study materials related to the making and meaning of 20th century art. They encounter paintings, sculpture, photography and architecture through lecture, discussion, tests and quizzes, essays and papers, projects, and field trips. Depending on the assessment, students analyze works visually; analyze work contextually from artistic to cultural to social to political to historical approaches; and analyze works while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore the cultural and social issues of Europe and America in the 20th century: World War I and its aftermath, the rise of Fascism and the end of Colonialism, they make connections between contemporary events and those of the past, and become aware of how art can express the human experience. In addition, they become aware of how encounters between cultures has altered and affected artistic ideas and aesthetics.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Prudence Roberts	prudence.roberts@pcc.edu
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Art 213	Course Title:	Modern Art History/Art Since 1945
Course Credits:		Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Art 213	Course Title:	Modern Art History/Early 20th Cen Art

Course Description:	Focuses on American art, as World War II ended the supremacy of Europe in the visual art world. Analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values and to gain a greater understanding of contemporary art with its global perspective. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available

Course Outcomes:	• Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms • View art of our times "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past • Understand the effects of globalization and new media on how art is conceived and received in the modern era • Recognize formal qualities in modern and contemporary art and read visual elements, artistic and cultural styles, and symbols

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Understand the effects of globalization and new media on how art is conceived and received in the modern era

B. Appreciation of history both from a global	• View art of our times "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	milieu, while also appreciating its relationship to art of the past

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

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	• Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms

F. Aesthetic and artistic values.	• Recognize formal qualities in modern and contemporary art and read visual elements, artistic and cultural styles, and symbols

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

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1, 2, 3: • Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms

	Explanation: *(1,2,3): In Art 213, students are introduced to the fundamental issues and innovations of late 20th and 21st century art in Europe, the United States and other countries. 2 and 3, Through written assignments, discussion and observation, they become conversant in the ideas and practices that distinguish modern and contemporary art.* (4): • Understand the effects of globalization and new media on how art is conceived and received in the modern era *Explanation:* *(4) In the study of modern and contemporary art, students recognize the impact of globalization and new media on art and on the art world and make connections between visual arts and other art forms, such as music, literature, dance, and time-based works.* (5): • View art of our times "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past *Explanation:* *(5) While students increase their awareness of and understanding of the art of our times, they also reflect on the ways contemporary art has been influenced by art of the past.*
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course, students study materials related to the making and meaning of modern and contemporary art across media. They encounter a wide range of media, including paintings, sculpture, photography, installations and time-based art through lectures, discussions, films, tests and quizzes, essays and papers, projects, and field trips. Depending on the assessment, students analyze works visually; analyze work contextually using artistic to cultural to social to political to historical approaches; and analyze works while recognizing their own position in critique.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As students explore the visual, formal, technical and stylistic qualities of art made since the end of World War II, they understand how artists have responded to the values and ethics of our era. In a time in which all art can be seen as part of "visual culture," students develop the skills and vocabulary to critically analyze the images and art forms they encounter, placing them in an historic and cultural context.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Angela Batchelor and Elizabeth Bilyeu	angela.batchelor@pcc.edu

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

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 217	Course Title:	Comics Art & Literature

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

Course Description:	Examines comics art as a medium of visual narrative. Analyzes aesthetic qualities unique to comic books and graphic novels in artistic, historical, and literary contexts using seminal texts. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	❖ Find and develop creative ways to appreciate comics art as an artistic and literary practice through exploration of the art form's diversity and narrative potential. ❖ Increase one's understanding of word/image relationships and visual communication. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others. ❖ Understand and interpret relationships between comics and commercialism. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art. ❖ Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

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

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

* aesthetic and artistic values * understanding of the ethical and social requirements of responsible citizenship Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

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

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

B. Appreciation of 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.	• Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	• Increase one's understanding of word/image relationships and visual communication. • Understand and interpret relationships between comics and commercialism.

F. Aesthetic and artistic values.	• Find and develop creative ways to appreciate comics art as an artistic and literary practice through exploration of the art form's diversity and narrative potential.

	• Increase one's understanding of word/image relationships and visual communication. • Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

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

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Intended Outcomes for the course** 1. Find and develop creative ways to appreciate comics art as an artistic and literary practice through exploration of the art form's diversity and narrative potential. 2. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others. 2. Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Increase one's understanding of word/image relationships and visual communication. 3. Understand and interpret relationships between comics and commercialism. 3. Find and develop creative ways to appreciate comics art as an artistic and literary practice. 4. Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established

	by both contemporary and historical works of art from different cultures. Increase one's understanding of word/image relationships and visual communication. 5. Understand and interpret relationships between comics and commercialism. 5. Establish self-critiquing skills to develop autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Increase one's understanding of word/image relationships and visual communication.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students study comics art as an artistic and literary discipline through written analysis and class/on-line discussions. ❖ By engaging in a serious level of inquiry students learn to ask meaningful questions and develop an understanding of comics-related vocabulary from which to actively participate in critical dialogue about comics with their peers. Students also enter into a discourse of historical and contemporary examples through which to build an understanding of how comics function as a form of visual communication. ❖ The course helps students develop an awareness and understanding of the relationship between comics and commercialism within contemporary culture, providing them a foundation to interpret and enjoy comics and to initiate a lifelong appreciation for comics as an artistic and literary practice.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in written analysis of comics from the past and present they develop a heightened awareness of comics art in the world around them. They are able to interpret and discuss how comics have developed as a medium within commercialism and as a form of self-expression. ❖ Through the process of writing, viewing historical and contemporary examples of comics, and participating in critical discussions students learn to ask meaningful questions and identify ideas and issues related to comics as an artform. They increase their understanding of how comics communicate visually through work/image relationships and are able to build real world skills to then engage in local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Mark Andres	mandres@pcc.edu

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

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 231	Course Title:	Drawing

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

Course Description:	Deepen basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develop critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit.

Course Outcomes:	1. Implement deeper creative strategies to solve problems in making drawings. 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.

8. Address PCC's General Education Philosophy Statement:

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

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

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.	Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
C. Understanding of themselves and their natural and technological environments.	Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.
D. Ability to reason qualitatively and quantitatively.	.
E. Ability to conceptually organize experience and discern its meaning.	Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.
F. Aesthetic and artistic values.	Implement deeper creative strategies to solve problems in making drawings.
G. Understanding of the ethical and social requirements of responsible citizenship.	Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Implement deeper creative strategies to solve problems in making drawings. 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters,	❖ In this course students create drawings which demonstrate an introductory level of understanding of graphic ideas, and the processes, materials, and techniques associated with drawing. By engaging in the process of

making use of the creative process to enrich the quality of life"?**	drawing they find and develop ways of solving problems using a variety of strategies and techniques of working with a variety of drawing media. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others. Ultimately the course gives them the ability to understand, interpret, and enjoy drawing of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ,

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

Portland Community College

General Education/Discipline Studies List Request Form

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	Mark Andres	mandres@pcc.edu

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

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 237	Course Title:	Life Drawing

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

Course Description:	Draw the human form from professional models, applying various drawing techniques and concepts. Develop understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. May be taken three times for credit.

Course Outcomes:	1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies. 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing. 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

8. Address PCC's General Education Philosophy Statement:

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

* understanding of their culture and how it relates to other cultures
* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively

* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

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.	Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
C. Understanding of themselves and their natural and technological environments.	Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.
D. Ability to reason qualitatively and quantitatively.	Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.
E. Ability to conceptually organize experience and discern its meaning.	Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.

F. Aesthetic and artistic values.	Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.

G. Understanding of the ethical and social requirements of responsible citizenship.	Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies. 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing. 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters,	❖ In this course students create drawings that demonstrate an introductory level of understanding of graphic ideas, and the processes, materials, and techniques associated with figure drawing. By engaging in the process of

making use of the creative process to enrich the quality of life"?**	drawing they find and develop ways of solving problems using a variety of strategies and techniques of working with a variety of drawing media to visualize the human form. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure drawing with others. Ultimately the course gives them the ability to understand, interpret, and enjoy figure drawing of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ,

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

Portland Community College

General Education/Discipline Studies List Request Form

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

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

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

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

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

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

6. Complete the contact information:

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

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	ART 240	Course Title:	Digital Photography II

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

Course Description:	Continues the student's study of digital photography as it relates to the creative arts, history, traditional & digital photographic media and visual culture in both a historical and contemporary context. Explores the student's unique artistic voice within the context of photographic practices, past and present and with special attention to placing their photographic works within a historical, social and cultural context. Develops creative problem solving with an emphasis on pushing the boundaries of digital photography to include a more personal practice. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions and artistic presentations. Promotes development of a professional photographic practice. Requires a (DSLR) Digital Single Lens Reflex Camera and/or a digital camera with manual exposure controls. **Addendum to Course Description:** May include demonstrations, slides, lectures, speakers, films & field trips.

Course Outcomes:	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. • Continue to find and develop more creative ways to solve problems with

	the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	• Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.

C. Understanding of themselves and their natural and technological environments.	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. • Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements.

D. Ability to reason qualitatively and quantitatively.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live.

	• Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

E. Ability to conceptually organize experience and discern its meaning.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

F. Aesthetic and artistic values.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.

	• Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

G. Understanding of the ethical and social requirements of responsible citizenship.	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. • Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. • Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements.

. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.

5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**1,3** Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. **1,3,5** Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. **1,2,3,4,5** Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. **1,2,3,4,5** Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. **1,2,3,4,5** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.

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

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

How does the course	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture

nable a tudent to critically nalyze alues and thics within range of uman xperience nd xpression o engage nore fully in ocal and lobal ssues"?**	and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

Portland Community College

General Education/Discipline Studies List Request Form

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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	Kim Manchester	kim.manchester@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	ART 243	Course Title:	The Photographic Portfolio

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

Course Description:	Provides framework in which students may pursue their artistic vision through creating a professional portfolio of photographic work. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions, reading, research and artistic presentations. Creates a student-centered learning environment in which collaboration, creative problem solving and the development of each student's artistic vision is supported. Develops the skills needed to create productive workflows and advances the student's knowledge of professional standards in the field of photography. Requires students to own or have access to their own camera. Supports both film and/or digital photographic practices. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission. **Addendum to Course Description:** May include demonstrations, slides, lectures, speakers, films & field trips.

Course Outcomes:	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Exhibit a strong work ethic beneficial to them in their personal as well as professional practice. • Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live.

	• Integrate self and peer critiquing skills into their daily life independently & with sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.

8. Address PCC's General Education Philosophy Statement:

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

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

perspective.	
A. Understanding of their culture and how it relates to other cultures.	• Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	• • Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.
C. Understanding of themselves and their natural and technological environments.	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Exhibit a strong work ethic beneficial to them in their personal as well as professional practice. • Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live. • Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life.

	• Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.
D. Ability to reason qualitatively and quantitatively.	• Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live. • Integrate self and peer critiquing skills into their daily life independently & with sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.
E. Ability to conceptually organize experience and discern its meaning.	• Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs. •

F. Aesthetic and artistic values.	• Integrate self and peer critiquing skills into their daily life independently & with sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. • Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.

G. Understanding of the ethical and social requirements of responsible citizenship.	• Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Exhibit a strong work ethic beneficial to them in their personal as well as professional practice. • Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live. • Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs. •

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

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**1,3** Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Exhibit a strong work ethic beneficial to them in their personal as well as professional practice. **1,3,4,5** Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live. **1,2,3,4,5** Integrate self and peer critiquing skills into their daily life independently & with sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. **1,2,3,4,5** Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. **1,2,3,5** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. **1,2,3,4,5** Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

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

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

Portland Community College

General Education/Discipline Studies List Request Form

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	Mark Smith	msmith@pcc.edu

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

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 277	Course Title:	Life Painting

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

Course Description:	Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit Pre-requisite: Requires six credits of painting with a grade of C or better and/or instructor's permission to enroll.

Course Outcomes:	1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an expanded art vocabulary in critical dialogue about the figure painting discipline. 4. Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Ask meaningful questions, identify ideas and issues, and expand vocabulary to be able to actively participate in a critical dialogue about the figure painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy figure painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.
D. Ability to reason qualitatively and quantitatively.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

E. Ability to conceptually organize experience and discern its meaning.	Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

F. Aesthetic and artistic values.	Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Criteria #1 • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the figure painting medium. • Create personal works of art, which demonstrate an introductory level of understanding of the figure painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. Criteria #2 • Ask meaningful questions, identify ideas and issues, and expand basic vocabulary to be able to actively participate in a critical dialogue about the figure painting discipline with others. • Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Criteria #3 • Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the figure painting medium. Criteria #4 • Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 • Create personal works of art, which demonstrate an introductory level of understanding of the figure painting discipline, and the processes associated with paint media. • Expand self-critiquing skills to develop autonomous expression through figure painting while recognizing the standards and definitions already established by both contemporary and historical works of art materials, and techniques associated with creating 2-dimensional imagery with paint.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to "critically analyze values	Various methods of figure painting have been used by many different cultures for thousands of years. Visual communication through images, especially the human body, continues to be a dominant form

and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	of expression in the environments we inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making figure paintings, looking at historical and contemporary examples of figure paintings, and participating in critical dialogue, students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Mark Smith	msmith@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	Art 281	Course Title:	Painting II

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

Course Description:	**Course Description** Explores ways of seeing and elaborates on basic painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: ART 116 and ART 181

Course Outcomes:	1. Solve increasingly complex aesthetic problems creatively, using strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an intermediate knowledge of the painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ an expanded vocabulary in critical dialogue about the painting discipline. 4. Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Implement increased self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Ask meaningful questions, identify ideas and issues, and expand one's vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop an increasingly heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium in an increasingly complex manner.

E. Ability to conceptually organize experience and discern its meaning.	Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

F. Aesthetic and artistic values.	Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Develop an increasingly heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Criteria #1 • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. • Create personal works of art, which demonstrate an intermediate level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. Criteria #2 • Ask meaningful questions, identify ideas and issues, and develop an intermediate vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. • Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Criteria #3 • Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. • Find and develop creative ways to solve problems using a variety of increasingly complex strategies for expressing visual ideas through the painting medium. Criteria #4 • Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #5 • Create personal works of art, which demonstrate an intermediate level of understanding of the painting discipline, and the processes associated with paint media. • Enhance self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art materials, and techniques associated with creating 2-dimensional imagery with paint.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

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

How does the course enable a student to	Various methods of painting have been used by many different

“critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?**	cultures for thousands of years. Visual communication through images continues to be a dominant form of expression in the environments we inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making paintings, looking at historical and contemporary examples of paintings, and participating in critical dialogue. Students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Mark Smith	msmtih@pcc.edu

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

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 284	Course Title:	Watercolor I

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

Course Description:	Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: Art 131
Course Outcomes:	1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a life-long engagement with the diversity of perspectives in the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

8. Address PCC's General Education Philosophy Statement:
The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess: * understanding of their culture and how it relates to other cultures * appreciation of history both from a global perspective and from a personal perspective,

including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium.
E. Ability to conceptually organize experience and discern its meaning.	Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

F. Aesthetic and artistic values.	Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Criteria #1 • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. • Create personal works of art, which demonstrate an introductory level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. Criteria #2 • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others. • Establish self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #3 • Understand, interpret, and enjoy painting of the past and the

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

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

How does the course enable a student to "critically analyze values	Various methods of painting have been used by many different cultures for thousands of years. Visual communication through images continues to be a dominant form of expression in the environments we

and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	inhabit both in culture at large and within the visual art discipline. As students engage in creating their visual imagery, they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve visual and conceptual problems using a variety of strategies to manipulate the materials. They develop knowledge of the history of painting materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making paintings, looking at historical and contemporary examples of paintings of all media, and participating in critical dialogue. Students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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	Mark Smith	msmith@pcc.edu

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

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

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	Art 287	Course Title:	Watercolor II

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

Course Description:	Explores basic and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission.
Course Outcomes:	1. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

8. Address PCC's General Education Philosophy Statement:
The faculty of Portland Community College affirms that a prime mission of the college is to aid in

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
D. Ability to reason qualitatively and quantitatively.	Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.
E. Ability to conceptually organize experience and discern its meaning.	Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical

	works of art from different cultures.

F. Aesthetic and artistic values.	Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Continue to develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Criteria #1 • Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the watercolor painting medium. • Create personal works of art, which demonstrate an intermediate level of understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. Criteria #2 • Ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about the watercolor painting discipline with others. • Expand self-critiquing skills to develop autonomous expression through watercolor painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria #3 • Understand, interpret, and enjoy painting of the past and the

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

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

How does the course enable a student to "critically analyze values and ethics within a range of human	In this course students create personal, two-dimensional works of art, which demonstrate an intermediate level of understanding of watercolor painting ideas, and the processes, materials, and techniques associated with the watercolor painting discipline. By

experience and expression to engage more fully in local and global issues”?**	engaging in the process of watercolor painting, they find and develop ways of solving problems using a variety of strategies and techniques associated with the broader painting discipline. They learn to ask meaningful questions, identify ideas and issues, and develop an expanding vocabulary to be able to actively participate in a critical dialogue about watercolor painting with others. Ultimately the course gives them the ability to understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Comp/Lit	Submitter name Phone Email	Andrew Cohen, 8019, Andrew.cohen
Current prefix and number	WR 240	Proposed prefix and number	WR 240
Current course title	Creative Writing-Nonfiction	Proposed title (60 characters max)	Creative Writing-Nonfiction
# Credits	4	Proposed transcript title **(30 characters max)**	Creative Wrtg.--Nonfiction
Reason for title change	**N/A**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
WR 240 introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Prereq: WR121	WR 240 introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context

	for the students' production of creative nonfiction for class discussion and analysis. Prereq: WR121
Reason for change	To better reflect class 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), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of the course, students should be able to do the following: □ Extend the skills learned in WR 121 such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. □ Produce 4000 words of original creative nonfiction that shows an introductory level of competence with the elements of the craft. □ Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. □ Recognize what is meant by "creative nonfiction," paying particular attention to the way creative nonfiction applies techniques commonly used in fiction such as characterization,	Read a wide range of established creative nonfiction writers to learn techniques demonstrated in their work. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. Use self-reflection and techniques for employing the imagination to generate new essays and then to revise the essays, using techniques for "re-entering" or "re-seeing" a piece of writing. Use critical thinking and problem solving to critique others' poems and communicate suggestions about strengths and weaknesses of drafts to peers. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity

setting, dialogue, flashbacks, summary and scene to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing, including in- person interviews. □ Write with an implied, rather than stated thesis. □ Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. □ Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view □ Manipulate figurative language, clichés, idioms and jargon, irony, titles, allusions, humor and satire. □ On the sentence level, evaluate habitual sentence patterns and bring variety to them; adapt sentence structures to the contingencies of subject and occasion; use phrases, such as participials and absolutes, in cumulative structures; revise for conciseness; limit the use of be-verbs and connective language; use effective transitions □ Read essays by a wide variety of established writers, and be able to read them well. Students	

may give brief presentations on the work of established writers. ☐ Prepare and submit essays for publication or performance. ☐ Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity	
Reason for change	Clarity.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes 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	10/15/11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	10/15/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Comp/Lit	Submitter name Phone Email	Andrew Cohen, 8019, Andrew.cohen
Current prefix and number	WR 248	Proposed prefix and number	WR 248
Current course title	Advanced Creative Writing-Nonfiction	Proposed title (60 characters max)	Advanced Creative Writing-Nonfiction
# Credits	4	Proposed transcript title **(30 characters max)**	Adv. Creative Wrtg.--Nonfiction
Reason for title change	**N/A**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Presents the works of established writers for	WR 248 extends the introduction of creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as

forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis.	a context for the students' production of creative nonfiction for class discussion and analysis. Prereq: WR 240 or instructor permission.
Reason for change	To better reflect class 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), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of the course, students should be able to do the following: □ Extend the skills learned in WR 121 such as choosing an appropriate subject for a particular audience, developing organizational strategies, using effective language, voice, and tone; formulating an implied, rather than stated thesis, doing investigative research, and documenting. □ Produce 4000 words of original creative nonfiction that shows an introductory level of competence with the elements of the craft. □ Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision. □ Recognize what is meant by "creative nonfiction," paying	Read a wide range of established creative nonfiction writers to learn techniques demonstrated in their work. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity Employ critical thinking and problem-solving techniques to critique others' essays constructively and use criticism of their own essays and self-reflection to revise their

particular attention to the way creative nonfiction applies techniques commonly used in fiction such as characterization, setting, dialogue, flashbacks, summary and scene to nonfiction subjects, as well as the more participatory role for the author within the experience that forms the subject of the writing, including in- person interviews. □ Write with an implied, rather than stated thesis. □ Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. □ Maintain consistency in point of view; consider questions of gender, class, race, and ethnicity in point of view. Expand ability to write from more than one point of view □ Manipulate figurative language, clichés, idioms and jargon, irony, titles, allusions, humor and satire. □ On the sentence level, evaluate habitual sentence patterns and bring variety to them; adapt sentence structures to the contingencies of subject and occasion; use phrases, such as participials and absolutes, in cumulative structures; revise for conciseness; limit the use of be-verbs and connective language;	own essays for publication Engage in the local writing scene, becoming □familiar with creative nonfiction websites, awards, readings, workshops, and publication opportunities, and submit manuscripts for publication or performance.

use effective transitions ☐ Read essays by a wide variety of established writers, and be able to read them well. Students may give brief presentations on the work of established writers. ☐ Prepare and submit essays for publication or performance. ☐ Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity	
Reason for change	Clarity.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes 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		
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SAC Chair	Email	Date
Andrew Cohen	Andrew.cohen	10/15/11
SAC Administrative Liaison	Email	Date
Dave Stout	Dstout	10/15/11

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Andrew Cohen	Andrew.cohen
SAC Chair	Name	E-mail Address
	Andrew Cohen	
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	Dstout

7. Complete the following Course Information:

Course Prefix and Number:	WR240	Course Title:	Creative Writing-Nonfiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR240	Course Title:	Creative Writing-Nonfiction

Course Description:	WR 240 introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis. Prereq: WR121

Course Outcomes:	Read a wide range of established creative nonfiction writers to learn techniques demonstrated in their work. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. Use self-reflection and techniques for employing the imagination to generate new essays and then to revise the essays, using techniques for "re-entering" or "re-seeing" a piece of writing. Use critical thinking and problem solving to critique others' poems and communicate suggestions about strengths and weaknesses of drafts to peers. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Reading works from a variety of established authors will help students understand their culture and how it relates to other cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The reading of nonfiction from other eras and other cultures as models for their own personal writing generates an appreciation of personal and public history from both global and personal perspectives. Many essays conflicts and tensions resulting from gender differences, which inevitably becomes a subject of discussion.
C. Understanding of themselves and their natural and technological environments.	The writing of personal essays is an exploration of the self's relation to the greater world. All subjects are open for exploration in the students' creative writing, which means that natural, built, and technological environments become part of their writing.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Creative writing is the practice of conceptually organizing experience and making sense of its meaning—or, because meaning actually exists only in people and not in experience, *creating* meaning out of the chaos of experience.
F. Aesthetic and artistic values.	As with all creative writing courses, this course centers on the study and development of aesthetic and artistic

	values.

G. Understanding of the ethical and social requirements of responsible citizenship.	Students develop an understanding of ethical and social requirements of citizenship both in the community of the classroom, where in speech and in writing they critique the work of the other students—a risky, emotion-charged business demanding the ultimate in tact and fairness—and in the larger world where a culture's literature defines its values.

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Read a wide range of established creative nonfiction writers to learn techniques demonstrated in their work. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. Use self-reflection and techniques for employing the imagination to generate new essays and then to revise the essays, using techniques for "re-entering" or "re-seeing" a piece of writing. Use critical thinking and problem solving to critique others' poems and

	communicate suggestions about strengths and weaknesses of drafts to peers. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Students read and interpret essays from around the world, and they write essays.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students analyze the writing of established writers from different eras and countries, and engage in textual analysis which, as in any course that studies literature, involves analyzing "values and ethics within a range of human experience and expression."
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

Note:
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General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Andrew Cohen	Andrew.cohen
SAC Chair	Name	E-mail Address
	Andrew Cohen	
SAC Admin Liaison	Name	E-mail Address
	Dave Stout	Dstout

7. Complete the following Course Information:

Course Prefix and Number:	WR240	Course Title:	Creative Writing-Nonfiction
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	WR240	Course Title:	Creative Writing-Nonfiction

Course Description:	WR 248 extends the introduction of creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis. Prereq: WR 240 or instructor permission.

Course Outcomes:	Read a wide range of established creative nonfiction writers to learn techniques demonstrated in their work. Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity Employ critical thinking and problem-solving techniques to critique others' essays constructively and use criticism of their own essays and self-reflection to revise their own essays for publication Engage in the local writing scene, becoming □familiar with creative nonfiction websites, awards, readings, workshops, and publication opportunities, and submit manuscripts for publication or performance.

8. Address PCC's General Education Philosophy Statement:

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D. ability to reason qualitatively and quantitatively
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b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Reading works from a variety of established authors will help students understand their culture and how it relates to other cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	. The reading of nonfiction from other eras and other cultures as models for their own personal writing generates an appreciation of personal and public history from both global and personal perspectives. Many essays conflicts and tensions resulting from gender differences, which inevitably becomes a subject of discussion.
C. Understanding of themselves and their natural and technological environments.	The writing of personal essays is an exploration of the self's relation to the greater world. All subjects are open for exploration in the students' creative writing, which means that natural, built, and technological environments become part of their writing.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Creative writing is the practice of conceptually organizing experience and making sense of its meaning—or, because meaning actually exists only in people and not in experience, *creating* meaning out of the chaos of experience.

F. Aesthetic and artistic values.	As with all creative writing courses, this course centers on the study and development of aesthetic and artistic values.

G. Understanding of the ethical and social requirements of responsible citizenship.	. Students develop an understanding of ethical and social requirements of citizenship both in the community of the classroom, where in speech and in writing they critique the work of the other students—a risky, emotion-charged business demanding the ultimate in tact and fairness—and in the larger world where a culture's literature defines its values.

Arts and Letters
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	and scene. Engage subjects by participating directly in the action being written about, such as by doing in-depth, in-person interviews and designing an experience and then pursuing the experience it with the foreknowledge that the experience will constitute the basis of an essay; take notes, develop point of view and thesis; participate, investigate, observe, and prewrite—common qualities of journalistic activity Employ critical thinking and problem-solving techniques to critique others' essays constructively and use criticism of their own essays and self-reflection to revise their own essays for publication Engage in the local writing scene, becoming familiar with creative nonfiction websites, awards, readings, workshops, and publication opportunities, and submit manuscripts for publication or performance.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Students read and interpret essays from around the world, and they write essays.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students analyze the writing of established writers from different eras and countries, and engage in textual analysis which, as in any course that studies literature, involves analyzing "values and ethics within a range of human experience and expression."
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM245	Proposed prefix and number	
Current course title	Internet Delivery Methods	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
Focuses on methods used to optimize and deliver still graphics, animations, audio, and video streaming and website design. Students will use still image optimization programs such as Adobe Image Ready and streaming media compression tools such as Apple QuickTime and QuickTime Streaming Server Using HTML editors such as Macromedia Dreamweaver, students will address special user interface design challenges encountered in bandwidth intensive web sites using Cascading Style Sheets, Javascript, and XHTML. Streaming media will be delivered via the World Wide Web and APple	Covers methods and strategies to optimize and expand the delivery of still graphics, animations, audio, and video streaming to various devices. Includes evaluation of media performance, codec efficiency, image quality and cross platform functionality, interactivity, accessibility, and digital design standards.

Quicktime Streaming Server. Students will also evaluate media stream- ing performance, codec efficiency, image quality and cross platform functionality, interactivity, accessibility, and web design standards. Recommended: CAS 112D, 113, & 206. Prerequisites: MM 230 & CAS 11D or Instructor Permission. **Addendum to Course Description** Students who successfully complete this course will develop optimized multimedia elements for inclusion in web pages and delivery on the internet. Various aspects of multimedia design, interactive tools, and formats of graphics, audio, video and animations will be discussed in the development of the projects for this class	
Reason for change	Update

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. describe the primary considerations and limitations involving the delivery of multimedia elements over the World Wide Web; 2. review the basic components of HTML, and DHTML; 3. review the unique design considerations for multimedia on the World Wide Web; 4. review the strengths and weaknesses of the primary graphic formats used on the Web; 5. discuss the various forms of audio, video, and animation uniquely suited to play back on the World Wide Web; 6. prepare and optimize multimedia graphics for delivery on the World Wide Web created from multimedia industry standard graphic editing tools (Adobe Photoshop™, Adobe ImageReady™, Macromedia Fireworks™); 7. create and optimize graphical and text elements for incorporation into Web Pages; 8. import the optimized elements into a basic web page created with multimedia industry standard web page creation software (Macromedia Dreamweaver™); 9. discuss the creation and optimization of digital video and audio content that may be played back by an end users with various	Plan and implement strategies to integrate media for various modes of delivery. Produce media for integration in various modes of delivery. Evaluate existing trends of media delivery and propose options for improvement to potential clients.

internet bandwidth capabilities; 10. present the optimized Web pages and embedded multimedia elements to the class; 11. participate in individual and group evaluations of the multimedia materials designed for the WWW identifying areas for improvement; 12. implement the requested changes; add the created WWW materials to the MM portfolio and Department Web Site, as directed.	
Reason for change	Update/consolidation

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

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes X☐ No	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

Note:
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General Education Request Information

6. Complete the contact information:

Person Submitting This Request	David Armontrout	darmontr@pcc.edu
SAC Chair	Sylvia Gray	sgray @pcc.edu
SAC Admin Liaison	Nancy Wessel	nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	HST 103	Course Title:	Western Civilization: Modern Europe
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:		Course Title:	

Course Description:	

Course Outcomes:	

8. Address PCC's General Education Philosophy Statement:

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

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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.	An essential component of "modern" European history is the study of the many different cultures, languages and customs amidst changes which would transform the continent and the world. After twenty-five years of revolution and warfare, Europe would see the return of powerful monarchies. An intricate system of colonial interests led to an era of imperialism witnessing the division of Europe into military camps. With the growth of nationalism, Europe also witnessed growing discontent among various ethnic peoples in their quest for independence and nationhood. Four years of world conflict in the "Great War" would witness the emergence of "geopolitics." This term first came into usage in the late nineteenth century but would now represent a redrawing of the map of Europe. The many ethnic groups throughout Europe hoped that the postwar world would see their goals of self-determination fully realized. The peacemakers met in Paris for six months in 1919. They would attempt to repair a Europe that had seen the deaths of millions, monarchies destroyed and revolution waged in Russia. The Versailles Treaty would redraw the map of both Europe and the Middle East. The creation of Iraq under British control and Syria under the French raised questions that have remained unasserted into the twenty-first century. The conflict in the Balkans and the continuing tension between Arabs and Jews over boundaries that had been promised resolution at Versailles has remained unanswered. The "Great War' would also

	witness the United States and its attempt to influence both the outcome of the conflict and the peace to follow. President Woodrow Wilson's "Fourteen Points" would capture the spirit of those disenfranchised before the war and raise their hopes for a just settlement in the aftermath of war. Despite their efforts, Wilson and the United States could not counter the pressure of the British and the French in their desire to punish Germany.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Within this course students learn of the connections between the past and the present. Through primary sources, biography, memoirs, and film, we can know to some extent, what it meant to be a soldier in Napoleon's army, a factory worker in Manchester during the Industrial Revolution, take part in the suffragette movement in the late nineteenth century, or endure the Holocaust. By examining the testimony of workers and family members during the Industrial Revolution students gain valuable insights into factory life, inequality and gender issues that would have profound political importance in the course of Western Civilization. In addition, the study of Imperialism in the late nineteenth century saw European nations plunder Africa for its natural resources, establishing colonies which would remain intact until the post World War II era. This would have devastating effects upon the African population but would also become an integral part of European power politics and conflict. In this course, students place themselves in history translating and interpreting between the past and present. They also begin to place themselves "in time," comparing themselves to others.

C. Understanding of themselves and their natural and technological environments.	In this course, it is essential for students to have an understanding of both the natural and technological landscape of Europe. Technological changes such as the steam engine and the development of factories, the availability of coal, and the construction of railroads would dramatically change both economic and social patterns. Cities became commercial and financial centers, with the marketing of agricultural goods flowing into urban areas. Economic growth on such a large scale was accompanied by far-reaching social change. Throughout this period industrialization impinged on all of society, from the state to the family, affecting the nature of work, women's roles and childhood. Child labor, the tyranny of the factory, fetid slums and chronic unemployment brought new social problems. The rise of a middle class would sharply contrast with the destitution of the growing urban poor. Change not stability would be the response to the rise of industrialization. Socialism offered a radical alternative to conservative and liberal ideologies. The Socialist response would take different forms: For example, Christian Socialists' response was the creation of organizations such as the Salvation Army and the YMCA and YWCA. Robert Owen (often referred to as a Utopian Socialist) was a self-made man and owner of a large textile factory in Scotland. He transformed the town and the mill by introducing a number of innovations; housing, gardens, sewers, medical care and education for all children inspired pride in their community which in turn increased productivity. It brought him world-wide attention. At mid-century the ideas of Karl Marx were simply one ingredient among many. Marx wrote about contemporary affairs, but he wanted to, like so many thinkers of his time, to build a comprehensive philosophical system. He also differed from his competitors in his claim to a scientific foundation and its insistence on reform through revolution.

D. Ability to reason qualitatively and quantitatively.	History is an investigation of causes. It is a way of finding out how the world came to be the way it is. Everything that exists in the present has come out of the past, and no matter how new and unique it seems to be, it carries some of the past with it.

	Without it we become prisoners of the immediate. The examination of primary sources, documents and artifacts such as documentary film, music, literature, art and architecture, while examining secondary interpretations allows the student to make both a qualitative and quantitative assessment. For example, the period of Romanticism in the nineteenth century, represented ideas of change. This reexamination of the nature of art and the role of the artist in society included: placing emotion and intuition before reason, a belief in the general importance of the individual, and the conventions/restrictions of the past were no longer valid. The music of Beethoven, literature of Goethe, poetry of Shelley and the political themes of Delacroix's paintings allow students to analyze traditional ideas/patterns in the arts and why they remain vital to an understanding of the present. Students are also introduced to historiography which also offers them a contextual basis for the assumptions, theories and methods used in history. This will allow students to weigh evidence, analyze continuity and change and assess opposing ideas and to think critically.

E. Ability to conceptually organize experience and discern its meaning.	One of the course outcomes of the history of Modern Europe is (to) "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." History is a story of the investigation of how events and changes led up to the present state of affairs. The historian must make sense of how the past may have led up to the present. In this course, using lectures, primary and secondary sources and documentary film students explore the contours and patterns involved from Napoleonic Europe and its aftermath, the Industrial Revolution, Romanticism, the rise of Socialism and Nationalism, Imperialism, the nightmare of world wars and the Cold War. In this way, students can begin to understand historical context and thereby understand the importance of one era upon another.

F. Aesthetic and artistic values.	While history's examination of the written word is vital to an understanding of the past, so too can the history of modern Europe can be studied in visual terms. Romanticism, Impressionists the Post-Impressionists, Cubism, Dada and Surrealism emerged in an age of revolutions, European colonial expansion, the collapse of empires on the European continent, World War I and II; fascism and communism. In the second half of the nineteenth century, artists began to seriously question the traditions of art that had been present since the Renaissance. For example, the Impressionists began to challenge the aesthetic tradition of the academies, by emphasizing modern subjects, painting outside using vibrant colors. This can be seen in the works of Edouard Manet, and Claude Monet. With this, others would continue to challenge the basic ideas of color, form and composition. The Post-Impressionist work of Van Gogh and Gauguin reflect this new aesthetic. By examining these ideas students can explore how art has dealt with the inherited themes of the past. European intellectuals had become disillusioned after the First World War. Visual artists responded to the mechanized age of destruction by challenging the ideas of artistic representation. Pablo Picasso was instrumental in the development of Cubism. Though it had originated prior to the First World War Picasso would continue with geometric designs to recreate reality in the viewers mind. The Dada movement rebelled against all aesthetic principles. Surrealists such Salvador Dali and René Magritte sought to reveal the world beyond the realm of physical appearances. With the advent of photography and motion pictures artistic concepts would redefine the arts as an expression of society. For example, students analyze how art created images of dissent; (Picasso' "Guernica"), propaganda

	(Riefenstahl's/Nazi documentaries), and political coercion (WWI recruitment posters)

G. Understanding of the ethical and social requirements of responsible citizenship.	By studying the documents and images of the past students come to realize both the similarities and differences between their society and previous ones. In witnessing others pose the same questions and concerns, students make a connection between past and present. In addition, by seeing how others have addressed those concerns, they come to an understanding of the past. Historical thinking involves examining the ideas of others, and studying the experiences of the past on their terms, not ours. This contextual analysis is crucial to an understanding of the historian's craft. Today, on campuses, in the media and the Internet, many aspects of modern European history continue to spark debate and controversy. In this course, students come to understand that this discussion is not an abstraction but an important characteristic of the study of history. For example, the collapse of communism left half of Europe struggling to put their political and economic institutions as well as their lives back together. The ongoing struggle over choices that were made and those yet to be made reflect their respective histories.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Articulate an understanding of key events in the 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 century's 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.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable	In History 103 students will focus on Europe's history from the downfall of

a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Napoleon to the fall of the Berlin Wall and communism. This survey explores the social, cultural, political, intellectual and economic aspects of life during this time. Students will utilize a number of primary and secondary sources, film, discussion and in-class essay exams. For example, the cause and effect of the First World War is examined as the repercussions of this period are felt in the present day. The "weapons of mass destruction" coming out of the Second Industrial Revolution, a growing militarism exhibiting large-standing armies, an alliance system and rise of intense nationalistic sentiment would see Europe plunge into a war that would see no end. The United States participation in the war would also be a driving force at the Versailles Peace Conference. This would be a pivotal moment in world history as both Great Britain and France sought to punish Germany while the United States under President Woodrow Wilson sought to prevent a harsh peace that might see a return to hostilities in the future. For example, Britain carved the nation of Iraq from the Arabian Empire and remained there for forty years, while the French "acquired" Syria occupying it into the mid twentieth century. Throughout this investigation, students will explore the ways in which the contemporary world was shaped by past events. In addition, the Russian Revolution came about as a result of Russia's participation in the First World War. The overthrow of the Czar by Vladimir Lenin and the Bolsheviks would usher in decades of suspicion, an arms race, and the threat of nuclear annihilation in a Cold War. The study of both of these topics allows provides insights into the conditions and responses of world leaders today.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	The study of history is essential to each individual in society and to the study of the human condition. History 103 encourages personal growth by making students more cognizant of human differences and similarities over time. Utilizing multiple sources while examining key figures in modern European history allows students to gain a perspective on the diversity of experience throughout this course. For example, Ludwig von Beethoven's symphonies, Charles Darwin and the theory of Natural Selection, Karl Marx and his philosophy of class conflict, the novels of Virginia Woolf which charted the changing sensibilities of post World War One Europe, the tortured life and brilliant creations of Vincent Van Gogh, the science of Marie Curie and the introduction of modern physics by Albert Einstein, the work of feminist and political activist Emily Pankhurst, and playwrights Henrik Ibsen and George Bernard Shaw cover a wide spectrum of lives and contributions. Encountering individuals, well known or not, powerful ideas and the creative process, offers students a new perspective on their own ideas.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Christopher Shelley	christopher.shelley@pcc.edu

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

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

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

7. Complete the following Course Information:			
Course Prefix and Number:	HST 201	Course Title:	History of the U.S. - I

Course Credits:	4	Gen Ed Category:	Social Science

Course Description:	History of the United States - I Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from precontact to 1840. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Articulate an understanding of key events in the colonial, Revolutionary, and Early Republic periods of United States history. • 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.

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.	In this course students explore the ethnic and religious diversity of early American. Poor white indentured servants; wealthy Tidewater elites; Iroquois, Shawnees and Pequots; Quakers and Puritans; free blacks and slaves; urban artisans and rural farmers—the interaction of these and other groups radically shaped ideas of freedom and equity in the New World. This course examines how and why certain groups were included or excluded from Jefferson's "all men are created equal."
B. Appreciation of 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 American Revolution became an experiment in popular sovereignty and personal freedoms that had profound global effects. Students learn how the unique development and evolution of early American settlements grew into a revolution that was both political and social. Theoretical ideas of sovereignty pondered in Europe were seized in America and given practical application. On a personal level, students see the articulation and growth of personal rights that many today take for granted. From Roger Williams' idea of "soul freedom" to the right of free expression in the Revolutionary period, students learn how the liberty of conscience was enshrined in the Bill of Rights. Conversely, students must grapple with the long interaction of colonists/Americans and Indian peoples. These nations had a profound impact on American perceptions of personal freedom and race. Finally, students must come to terms with how a nation, dedicated to liberty, could enslave people of color, and deny indigenous people their rights to "life, liberty, and property," because their culture was considered incompatible with European ideas of race, religion, and land use.
C. Understanding of themselves and their natural and technological environments.	Students explore differences in Indian and colonial land management, and how emerging technologies affected the young United States. The landscapes encountered by Europeans in North America appeared to be "wilderness." Yet we now know that these landscapes were heavily managed by American Indians for hundreds of years. Attitudes toward the land and land use shaped relationships between Euro-Americans and Indians, and also shaped how land would be turned in a commodity for Americans. In the early 1800s, technology combined with the impulse to individual accomplishment to forge the so-called "market revolution." These technological advancements—the cotton gin, canals, steam, and rail—all contributed to incredibly rapid changes in American politics and society.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	History 201 covers the American Revolution, the drafting and ratification of the Constitution, and the Early Republic. These three periods in particular offer crucial insights into the nature of citizenship. This so-called Revolutionary Era represented the emergence of "citizens" from "subjects." The entire notion of popular government became a reality largely because of

	this history. Establishing the idea that governments and citizens have reciprocal rights and responsibilities was in many ways the product of this period. The implementation of the Constitution in the early 1790s offers important insights the nature of political parties and what the Founders thought of such parties. The period of the early 1800s shows students the transition from “republican” ideas to “democratic” ideas—the evolution of citizen participation in politics.

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.*	• Use critical thinking to evaluate historical changes and their impact on American society • Articulate an understanding of key events in the history of the United States • Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas • Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past • Communicate effectively through writing and speaking • Connect the past with the present to enhance citizenship skills
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	By reading primary source documents, secondary source texts, maps, engaging in class discussions, and writing essays, students explore various historical interpretations, the purposes for studying history, the types of sources available to reconstruct the past, and different methods or approaches to examining history. For example, analysis of primary source documents, such as political pamphlets from the late 1780s debating the merits of the proposed Constitution, demonstrate certain patterns of social alignment in this period. Prosperous men of business holding old colonial debt from the Revolution tended to support the Constitution, while farmers with no such interest tended of oppose it. Students learn that economics and politics were connected in ways that are vital in understanding the period.

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”?**	Beyond cold analysis, the stories we tell about history give examples of how people have coped with change over time. —in some cases, catastrophic change. The reactions of colonists to the perceived injustices of Great Britain provide students with powerful examples of dissent and protest. To hear how the Iroquois Confederacy played Britain and France against each other is to learn of a shrewd policy of diplomacy—by American Indians. Debates over the Constitution and the course of the early United States shine a very bright light on what it means to be a citizen of a republic. And the history of early Virginia shows students that the classifying of human beings based on race was nothing more than a *choice*, a cultural construct, which need not define anyone today. These and the other stories from early American history help

	students appreciate that the struggles we face today are not particularly unique, that other people before us—men and women, white and black, slave and free, Indian and European—have faced them before with various degrees of bravery. In short, these histories give students examples of how to live lives of integrity.
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.	

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Chair	Sylvia Gray	sgray@pcc.edu
SAC Admin Liaison	Nancy Wessel	nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	HST 278	Course Title:	Russian History I
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	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:	1. 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. 2. Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history. 3. 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. 4. Communicate effectively using historical analysis. 5. Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcomes# 2 and # 3 address this element of the PCC Philosophy statement: 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.

B. Appreciation of 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 # 3 and # 5 address this element of the PCC Philosophy statement: 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. Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement.

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

D. Ability to reason qualitatively and quantitatively.	Outcomes # 1 and #4 address this element of the PCC Philosophy statement: 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. Communicate effectively using historical analysis.

E. Ability to conceptually organize experience and discern its meaning.	Outcomes # 1, # 3 and #5 address this element of the PCC Philosophy statement: 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. 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. Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement.

F. Aesthetic and artistic values.	

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

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and

- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. *Articulate 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*. Meets SS Criteria # 1 (Understand the role of individuals and institutions within the context of society). 2. *Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history.* Meets SS Criteria # 1 ((Understand the role of individuals and institutions within the context of society) and SS criteria # 4 (Understand the diversity of human experience and thought, individually and collectively) 3. *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*. Meets SS Criteria # 4 (Understand the diversity of human experience and thought, individually and collectively) 4. *Communicate effectively using historical analysis*. Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.) and SS Criteria # 3 (Utilize appropriate information literacy skills in written and oral communication.) 5. *Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement*. Meets SS Criteria # 5 (Apply knowledge and skills to contemporary problems and issues.)

***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"?**	**Outcomes # 1, # 2 and # 4 meet this Social Science Outcome:** 1. 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. 2. Recognize the interaction of various groups and institutions in order to evaluate their impact on Russian history. 4. Communicate effectively using historical analysis.

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"?**	**Outcomes # 3 and 5 meet this Social Science Outcome:** 3. 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. 5. Connect the past with the present to enhance contemporary understanding and encourage civic and global engagement.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Angela M. Lohr	Angela.lohr@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 100	Course Title:	Introduction to Humanities
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces students to college-level study in the humanities; promotes a sense of humanity through such topics as literature, theatre, art, music, architecture, philosophy, and religion by critically thinking about moral values, myths, aesthetics, and liberty; all of this within historical frameworks. It is designed to reawaken our sense of wonder and curiosity about the meaning of life. It shows how the various arts and sciences intersect, influence and are influenced by cultural and historical circumstances. This humanities course provide an opportunity to explore possible answers to enduring life questions. Compassion, tolerance and a greater understanding of what it means to be human are goals that make this course relevant to the "good life." Your ability to think critically and synthesize knowledge will be exercised regularly through readings, writings and class discussions. An essential question for this course is: What does it mean to be human? The course also provides practice in reading and writing skills. Finally, a key purpose of humanities is to increase students' ability to appreciate people's compassion for both the natural and created worlds.

Course Outcomes:	· Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the humanities; that it involves an analysis of what motivates humans to create, and how their creations reflect their values and world views. · Communicate effectively about the defining moments of cultures and civilizations

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Taken together, the Humanities provide students with a fuller sense of what is possible, desirable, and right both in our culture and in other parts of the world. For example, the study of literature, philosophy, religion, art and music is incorporated into this class as these academic disciplines provide insight into the human experience around the globe. While History tells the story of people, literature instructs us about human needs, desires, and motivations; philosophy helps to clarify and illuminate what, in the end, is truly of value; and religion enlightens how humans expressed the deepest questions about life and death and love and hate, that characterize the human condition. Music and Art not only connect human beings in intangible ways, but also serves as a creative release needed to express what we experience in this world. In all, students gain the opportunity to explore our many aspects of our culture and its roots and how they are connected to other groups both in the past and present.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	This course is framed in the academic discipline of History. History teaches us how those who came before us confronted past challenges. As human beings we gain insight into our current circumstances by studying historical events and thought. The course engages students in a look at the art, architecture, literature, and religious beliefs of ancient cultures and empires ranging from the early civilizations in the fertile crescent to the modern world. Students are encouraged to relate their personal experiences with people from the past by exploring issues of like justice through Hammurabi's code, the idea of beauty as defined by the Greeks, and the concept of religious tolerance through the conflicts in medieval Europe and the Mid East. Gender roles are explored on the macro and micro levels through historical characters (ex. Mary Wollstonecraft), events (Witch Hunts), and artifacts (drawings on Greek Vases).
C. Understanding of themselves and their natural and technological environments.	Through the study of ancient civilizations and the modern world, survival is a key element. Students find opportunities in the Humanities 100 course to explore how our natural world intersects and influences belief systems and the arts. The course emphasizes the connections between technological advances and population increases, economic disparities, and social stratification.
D. Ability to reason qualitatively and quantitatively.	During the term, students will review data – like fatality statistics. They are asked to reason, through small group discussions and assignments, how the quantitative information influences art and music. For example, during the medieval period deaths due to famine and disease impacted the psychological state of many of the inhabitants and impacted art and music. Students are asked to incorporate the quantitative information with some qualitative material - like a painting - and articulate how famine and disease impacted society in the Middle Ages.
E. Ability to conceptually organize experience and discern its meaning.	Students engage in activities that allow them to explore human experiences through literature excerpts, films, and music recordings. One example, might be the discerning the importance of the early women's suffrage

	movement through reading some excerpts from Mary Wollstonecraft's Treatise, watching a film about Susan B. Anthony and Elizabeth Cady Stanton, and hearing the song "Bread and Roses" performed by Joan Biez. Small group and classroom discussions are utilized both online and in face to face courses to discern meaning.

F. Aesthetic and artistic values.	As stated above, Music and Art not only connect human beings in intangible ways, but also serves as a creative release needed to express what we experience in this world. Both of these academic disciplines provide insight into cultural values and give students an understanding of the impact aesthetics might have on a society. For example, understanding how Baroque music, art, fashion, and architecture's aesthetics also communicated the absolute power of the ruling classes to the lower classes of early modern Europe is a topic to explore.

G. Understanding of the ethical and social requirements of responsible citizenship.	The study of the humanities does not provide direct training or skill building for a specific job or career path. Rather, it provides the chance to develop critical thinking skills, expand civic and historical knowledge and use ethical reasoning. The purpose of studying Humanities is for personal growth and participation in a free democracy, regardless of a student's future career choice. The study of the humanities has a rich tradition in both Western and non-Western Civilizations. In the United States the importance and value of studying the academic disciplines in the humanities was institutionalized by a federal law sponsored by Rhode Island Senator Clairborne Pell, who initiated student grants in1965, Pell helped establish an endowment for the humanities, the act declared that "a high civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of man's scholarly and cultural activity in order to achieve a better understanding of the past, a better analysis of the present and a better view of the future."

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the humanities; that it involves an analysis of what motivates humans to create, and how their creations reflect their values and world views. · Communicate effectively about the defining moments of cultures and civilizations
***Note:** 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 is designed to be interactive and dynamic. The creative process is engaged through lively discussions – both online and face to face – through interactive class activities (like sight reading a play like Antigone) and assigning homework that asks students to engage with the material (example: asking the students to make a video or a game show about a philosophical idea that emerge during the Age of Reason). Discussions enrich the quality of life by providing the students with an opportunity to practice respectful dialogue and engagement. By reading Antigone, students evaluate culturally based assumptions behind Sophocles renowned play. The values and themes expressed in classic pieces of literature – like Homer's Iliad – can be dissected by students as foundation of our idea of the modern day "hero." Classic literature and philosophies can help students reflect on not just their values, but world views yesterday and today. By engaging in discussions, activities and written assignments about the broad array of topics, students have to begin to effectively community the defining moments of our cultures and civilizations.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	As a course, Humanities 100 lends itself perfectly to enabling students to critically analyze values and ethics from a global perspective. For example, students discuss the ideals of justice in relationship to how earlier cultures practiced and compare them with modern systems. Ethical matters always enter the conversation when discussing human rights through the lens of a cultural legal system. Personal, learned and collective values are analyzed and discussed constantly in light of what happened in the past and how it impacts our culture today, both locally and internationally. For example, a comparison of the idea of beauty established by the Greeks based on symmetry and physical excellence in human beings and our surroundings compared with those in India, Brazil or Kenya.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Angela M. Lohr	Angela.lohr@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 201	Course Title:	Humanities and Technology: Exploring Origins
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces concepts and approaches used in study of humanistic disciplines and surveys visions and perspectives that our culture has inherited from literature, philosophy, theology, visual arts, music, history, and mythology of Western and non-Western traditions. Focuses on selected historical periods and themes. Demonstrates quest for knowledge as a synthetic activity, relating various disciplines, traditions, and historical periods to each other. Addendum to Course Description In searching for the origins of technology, students may examine Islamic, Meso-American, East Asian, or European societies. In Europe, for example, students might study the Renaissance and Romantic periods, looking at both mainstream and Other concepts of self, deity, nature and the relationship between these and the development of tools, changes in concepts of labor, development of cities, and how these relationships were seen and expressed. Course may focus on particular themes such as "War," "Urban Evolution," or "Man and/or Woman and Nature," but within these, the overall theme will be the interaction of these early societies and technology. Students will begin to understand how our contemporary values and views of technology represent a confluence of many traditions.

Course Outcomes:	- Use critical thinking to analyze and evaluate aspects of technology and how it affects peoples, societies and nations, in different geographic areas and time periods. - Comprehend how the values, assumptions, and other cultural attributes of individuals and groups are expressed in technological developments. - Demonstrate college-level communication skills by speaking, listening and writing clearly about technology and early civilizations.

8. Address PCC's General Education Philosophy Statement:

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

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

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

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.

c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Through this course, students encounter traditions of ancient technology and how those rituals, customs, and innovations have evolved into many of the current statuses of the human condition. Through this critical examination, students are better able to relate to and understand their own personal experiences of culture, as well as those of peers and colleagues in the classroom as well as the workplace.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Through the exploration of historical narratives in technology and humanity, students engage critically with concepts of gender identity/culturalized gender juxtaposed with technological values and innovations. On a global scale, students can begin to understand how these relationships have impacted the human experience. On the personal level, students can begin to evaluate these systems and imperatives that exist within their own lives in order to deconstruct for meaning and systemic value.

C. Understanding of themselves and their natural and technological environments.	This course emphasizes critical exploration into the connections between past and present, and between “self versus other” in terms of personal experiences as well as cultural phenomenon. Students can begin to understand that various forms of “technology” are ultimately inherent of the natural world and the resources available to human groups at a given time, as we (throughout history and across regions) have initiated organic means of conveying our stories and experiences through various media.

D. Ability to reason qualitatively and quantitatively.	Through this course, students analyze the progression of technology and its impacts on cultural development through exploring personal narrative, poetry, visual arts, and quantitatively through numerical data, charts and graphs.

E. Ability to conceptually organize experience and discern its meaning.	Throughout this course, students are encouraged (via various multiple activities planned by instructor) to deconstruct and analyze the values presented by the course materials, then re-configuring those concepts in a way that expresses personal significance to each individual student.

F. Aesthetic and artistic values.	The course examines elements of humanity which have been expressed through technological means over time, such as poetry, stories, painting, music, etc., with a consistent emphasis on comparing those elements with modern or postmodern human expressions.

G. Understanding of the ethical and social requirements of responsible citizenship.	Through this course, students begin to analyze the various ethical intersections of the human experience and technology, thus creating a dialogue about the intended as well as unintended consequences of the way humans have impacted the world at large and what those impacts mean in the modern age of globalism.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and

- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	- Use critical thinking to analyze and evaluate aspects of technology and how it affects peoples, societies and nations, in different geographic areas and time periods. - Comprehend how the values, assumptions, and other cultural attributes of individuals and groups are expressed in technological developments. - Demonstrate college-level communication skills by speaking, listening and writing clearly about technology and early civilizations.

***Note:** 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 HUM 201 course is a historical exploration of the many roles of technology in the ethical and social expressions of being human. Therefore, students are encouraged to create dialogues, critical analyses, and creative projects throughout the course (such as poems, songs, skits, visual aides, etc.) which reflect thoughtful interpretation of course materials.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	This course uses small group activities, personal projects, textbook analysis, and various other in-class and at-home activities to promote an active learning environment which encourages students to find points of synthesis as well areas of divergence between expressions of humanity in antiquated scenarios through the modern age.

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

Note:
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General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Angela M. Lohr	Angela.lohr@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 202	Course Title:	Humanities and Technology: Contemporary Issues
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Offers critical examination of the relationship between people and technology. Uses insights derived from a study of the Humanities in conjunction with those from the Social Sciences to inquire into the appropriate use and possible misuse of technology in contemporary society.

Course Outcomes:	- Use critical thinking to analyze the relationship between technology and contemporary societies and nations in different parts of the world. - Understand and appreciate the technological implications of modernization and capitalism on individuals and groups in “first” and “third” world communities. - Use college level communication skills by speaking, listening and writing clearly about technology and modern civilizations. - Identify culturally grounded practices, values and beliefs and explain how they influence people’s creation and use of technology.

8. Address PCC’s General Education Philosophy Statement:

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

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

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

A. Understanding of their culture and how it relates to other cultures.	This course emphasis the connections between technologies (both intrinsic as well as constructed) and current human cultures/experiences, emphasizing the intersections between technology, values/moral systems, and human expression.

B. Appreciation of history both from a global perspective and from a	Through this course, students explore some of the many ways humans have used technology as a mode of expression and transmission of cultural data/traditions/information in past societies with an emphasis on how

personal perspective, including an awareness of the role played by gender and by various cultures.	current/modern/postmodern expressions have evolved because of those technologies.

C. Understanding of themselves and their natural and technological environments.	Students are encouraged, through various course activities and interactions with poignant readings in the text, to examine the values and systems created by technologies in their own cultures, groups, and lived experiences.

D. Ability to reason qualitatively and quantitatively.	Through this course, students analyze the progression of technology and its impacts on cultural development through exploring personal narrative, poetry, visual arts, and numerical data.

E. Ability to conceptually organize experience and discern its meaning.	Throughout this course, students are encouraged (via various multiple activities planned by instructor) to deconstruct and analyze the values presented by the course materials, then re-configuring those concepts in a way that expresses personal significance to each individual student.

F. Aesthetic and artistic values.	The course examines elements of humanity which have been expressed through technological means over time, such as poetry, stories, painting, music, etc., with a consistent emphasis on comparing those elements with modern or postmodern human expressions.

G. Understanding of the ethical and social requirements of responsible citizenship.	Through this course, students begin to analyze the various ethical intersections of the human experience and technology, thus creating a dialogue about the intended as well as unintended consequences of the way humans have impacted the world at large and what those impacts mean in the modern age of globalism.

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	- Use critical thinking to analyze the relationship between technology and contemporary societies and nations in different parts of the world. - Understand and appreciate the technological implications of modernization

outcomes and criteria.*	and capitalism on individuals and groups in “first” and “third” world communities. - Use college level communication skills by speaking, listening and writing clearly about technology and modern civilizations. - Identify culturally grounded practices, values and beliefs and explain how they influence people’s creation and use of technology.
***Note:** It must be clearly evident that the above outcomes are addressed within the course’s outcomes.	

How does the course enable a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	This course allows students the venue to create and participate in critical dialogues/deconstructions concerning current cultural phenomena and technologies. These interactions provide a deep and meaningful portal into further connecting with one’s own position in society, culture, and 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”?**	As students in the course examine the various ways technologies and human expressions in the current world not only occur but construct meaning and value in societies, students are able to become more aware of how these relationships impact local and global issues which surround us each moment of the day. The issues discussed and encountered in class are timely and relevant in terms of today’s experiences in the world.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Angela M. Lohr	Angela.lohr@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 203	Course Title:	Humanities and Technology: Future Directions
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Looks for ways in which technology can be applied in new, socially and ethically responsible forms. Recommended: Courses should be taken sequentially.

Course Outcomes:	- Use critical thinking to analyze and evaluate how technology affects peoples, societies and nations and how it can be managed. - Understand and appreciate how people from diverse cultural backgrounds create and interact with modern technological developments and forecast future technology. - Demonstrate college-level communication skills by speaking, listening and writing clearly about current and future technology.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	This course emphasizes the relationships between technology and culture, including how human-created technologies and emerging technologies aid or hinder the preservation and transmission of cultural information.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	In this course, students begin to examine the values and systems created by or modified by technology, including engaging in dialogues about how technology becomes "gendered" and how technology is used/will be used to liberate or to enslave.

C. Understanding of themselves and their natural and technological environments.	Students are encouraged, through various course activities and interactions with poignant readings in the text, to examine the values and systems created by technologies in their own cultures, groups, and lived experiences.

D. Ability to reason qualitatively and quantitatively.	Through this course, students analyze the progression of technology and its impacts on cultural development through exploring personal narrative, poetry, visual arts, and numerical data.

E. Ability to conceptually organize experience and discern its meaning.	Throughout this course, students are encouraged (via various multiple activities planned by instructor) to deconstruct and analyze the values presented by the course materials, then re-configuring those concepts in a way that expresses personal significance to each individual student.

F. Aesthetic and artistic values.	The course examines multiple elements of emerging technologies, and lessons/assignments foster student exploration of the aesthetic and artistic values of technology as used as a mode of transmission of human emotions or the human condition.

G. Understanding of the ethical and social requirements of responsible citizenship.	Through this course, students begin to analyze the various ethical intersections of the human experience and technology, thus creating a dialogue about the intended as well as unintended consequences of the way humans have impacted the world at large and what those impacts mean in the modern age of globalism.

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	- Use critical thinking to analyze and evaluate how technology affects peoples, societies and nations and how it can be managed. - Understand and appreciate how people from diverse cultural backgrounds create and interact with modern technological developments and forecast future technology. - Demonstrate college-level communication skills by speaking, listening and writing clearly about current and future technology.

***Note:** 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 content, materials, and structure of this course allow for myriad opportunities for students to engage in thoughtful dialogues and critical analysis of the complex relationships between societies and technologies. Many of these activities are creative and individualized, allowing students to synthesize their own backgrounds/diverse life experiences with the course content to create truly unique learning opportunities for each student.

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"?**	Because the course focuses on issues that result/will result from current and emergent technologies, students are consistently confronting local, regional, and even global social concerns that are timely and relevant. The course is dynamic in the sense that the dialogues adapt to reflect those changing issues and the many ways technology pushes against our perceptions of what it means to be "human".
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 204	Course Title:	History of Africa
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces students to some major themes in the history of the African continent from ancient times to the present. It is the first course in the Humanities sequence on Africa, and provides a wide background for subsequent courses.

Course Outcomes:	• Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods • Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa. • Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa. • Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.

8. Address PCC's General Education Philosophy Statement:

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The humanities are academic disciplines that engage in studies of the human condition with a focus on the many ways in which we are "human," but also our commonalities. By studying the cultures of others we can acquire a better understanding of our own traditions and customs. This course involves a detailed study of several African cultures in each of the five major geographical regions: north, east, central, western and southern. Here are some of the specifics of this study: religious traditions, customs, family, ways of life and historical background. Students will learn how cultures relate to each other, for example, students will learn how West Africans and the trans-Atlantic slave trade added to early American culture. By investigating over a dozen societies students will better understand the concept of culture in general and the processes of cultural change and acculturation between cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students will arrive at an appreciation of gender roles by investigating the historical development of several African societies. The general framework of this study is a focus on Africa as part of world history and this includes connections with Asia, Europe and the Americas. History is about causes and effects of events and students will better understand these factors in Africa's history. Gender balance will be achieved by including key men and women, for example: King Akhenaton and Queen Hatshepsut, Muhammad Ali and al-Kahina, Kwame Nkrumah and Ellen Sirleaf Johnson.

C. Understanding of themselves and their natural and technological environments.	The humanities address the ways in which human beings interact with and influence their environment and technology. Students study several different societies at different times in history and therefore witness how they produce and use technology. This course provides students with the opportunity to reflect on their own society and increase their self-understanding.

D. Ability to reason qualitatively and quantitatively.	Critical thinking, which includes both quantitative and qualitative reasoning, is a major skill addressed in this course. Reasoning involves thinking and thinking involves the use of language; there are over 3,000 languages spoken on the African continent and so students will be exposed to various ways of thinking and problem solving that are influenced by societal norms and institutions, especially belief systems and ways of decision making. Exposure to different ways of thinking allows students to hone and expand their reasoning abilities.

E. Ability to conceptually organize experience and discern its meaning.	By studying the history of the African continent over a wide time span which involves a variety of human events and experiences ranging from Kemet (Ancient Egypt) to the South Africa of the 1990s, students will have experience in making sense of historical events by examining the ways in which these events were understood in their own times and how understandings have changed over time. This course of study requires students to organize events into categories in order to recognize similarities and differences and make meaning of them.

F. Aesthetic and artistic values.	There are 3,000 distinct African societies which express their sense of art and beauty in a multiplicity of ways. From ancient to modern times, from the pyramids of Memphis in Egypt to the magnificent Durban Stadium in South Africa, from the Book of the Dead to the novels of Chinua Achebe, from soapstone fertility gods to highlife music, Africans have expressed their

	creativity and values. Students will deepen their understanding of the African sense of values, beauty and art as an integral part of their societies rather than being relegated to the periphery.

G. Understanding of the ethical and social requirements of responsible citizenship.	The concept of citizenship carries with it the idea of belonging to and participating in an organized society and this is lived in a number of ways on the African continent. The continent has 55 nations each of which has dozens of societies and so Africans can claim citizenship at the local as well as national level. Students will learn about the differing ethical and social requirements of what it means to be a conscientious citizen and this is accomplished through an examination of the roles of individuals and groups in African polities from ancient to modern times. An awareness of these perspectives will lead students to a more definitive understanding of what it means to be a responsible citizen in those societies and also in their own.

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods • Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa. • Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality	The humanities focus on ways in which we express our common humanity, This course helps students to experience, what for many is a first time encounter, cultures that operate quite differently from their own. This introduction is enhanced by reading and interpreting literature, primary documents, maps, contemporary images and artifacts that illustrate creative

of life"?**	approaches to living in distinctive physical and cultural environments. By studying music art work students become more aware of the human experience The intent is that student go beyond their lived experience and gain a wider outlook on the quality of life issues. Students are expected to be curious, ask questions and make connections between the arts and daily life and to move beyond themselves.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	This course provides students with an opportunity to carefully and systematically examine culturally understood concepts of right and wrong within a variety of African societies and invites students to broaden that to the totality of the human experience. Students will examine moral beliefs that have endured through the centuries as well as those that have changed due to altered circumstances including an influx of new ideas from outside of their societies and outside of the continent. In today's world it is essential that students have knowledge beyond their lived experiences and a course such as this allows them to adapt a wider human view of local experiences and tie them to larger issues. For example, the study of the trans-Atlantic slave trade can be used to connect students to the modern issue of human trafficking, which is a growing ethical problem not only abroad but within the United States.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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Note:
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General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 205	Course Title:	African Literature
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces written and oral literature of the African continent, from ancient to modern and from many different geographic regions, cultures and religions.

Course Outcomes:	• Think critically about a text in order to evaluate its effectiveness in terms of conveying theme. • Identify how culture affects an author's perspective, choice of genre, style, and overall purpose in writing. • Use collaborative techniques to explore texts and test interpretations. • Construct an original interpretation of a literary text and communicate it effectively both orally and in writing.

8. Address PCC's General Education Philosophy Statement:

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C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

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

A. Understanding of their culture and how it relates to other cultures.	A study of literature produced on the African continent provides students with a key to greater insights into the variety of cultures found there, and on reflection a better understanding of their own culture. By reading, interpreting and reflecting on literature from several regions of the Continent, students will be able to see how societies function and also how they relate to other cultures in terms of similarities and differences.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students will gain a compassionate comprehension of and admiration of history through a guided study of literature in the context of the times in which they were written as well as the time of their settings. African literature, in its many genres, provides an excellent vehicle for exploring numerous aspects of African cultures, including how societies functioned at different times and the gender roles. Here are two examples: men, especially the tribal elders and European administrators, dominate Chinua Achebe's *Arrow of God* (1964) written shortly after independence in 1960 but set in the late 19th century, while a woman is at the center of the action in Buchi Emecheta's contemporary *The Joys of Motherhood* (1979). Both novels present different perspectives on gender roles as well as two different types of Nigerian societies.

C. Understanding of themselves and their natural and technological environments.	Literature from various regions of African address fundamental issues of how we humans respond to others within different physical and technological environments. Students will learn about cultures living close to nature as well as those living in industrial urban areas and in doing so arrive at a better understand of themselves and their personal environments.

D. Ability to reason qualitatively and quantitatively.	Intricately designed stories that delve into fictionalized surroundings, as well as the supernatural, provides an excellent opportunity for students to engage in qualitative reasoning by engaging in a close reading of the literature, and discussing the thinking behind the plots and the characters. Student ability to think critically is expanded in this way.

E. Ability to conceptually organize experience and discern its meaning.	By engaging in the study of a broad array of literary genres, students will a vast spectrum of societal experiences that range from colonial to post colonial times; that involve traditional as well as modern issues, and that examines themes from different regions of the Continent. Through such an overarching study students will observe how societies are organized and have practice in making sense of their cultural practices in the context of African experiences.

F. Aesthetic and artistic values.	There are over 3,000 discrete African societies and each expresses their creative and artistic ideals in different ways; these are captured in their poems, novels, stories and essays. Students will come to appreciate these values via an in depth encounter with well selected literary works. An ingenious expression of moral values is found in the Swahili poem "Poor Man," which points to the unjust and immoral nature of poverty. Another interesting example is the Egyptian poem "The irresponsible student," on the subject of the ill results of debauchery.

G. Understanding of the ethical and social requirements of responsible citizenship.	African literature presents a variety of ways in which people can be worthy and responsible members of society. Students will gain a better understanding of both the guiding moral principles as well as the collective obligations of individuals and groups to the greater society. For example, the hero in Cyprian Ekwensi's *People of the City* (1954) comes to understand that his obligation to the development of his developing country is more important than his personal success.

Arts and Letters

Outcomes:

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

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- 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.
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   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
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***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The focus in this course is on the interpretation of various forms of African literature. Students will engage in a close reading and critical analysis of poems, stories, plays and novels for example, and will examine how these express the well being of individuals and groups in different cultures. Camara Laye's autobiographical novel, *The African Child* (1953) tells about village life in colonial Senegal. By reading Naguid Mahfouz's *Chatter on the Nile* (1966) describes and criticizes Egyptian life in the 1970s. Both of these novels confront how people live and how they improve themselves over time and that provides a good blueprint for students.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	This course provides students with exposure to an extensive range of African experiences. Students are required to analyze the values of different societies and explain how these values reflect cultural norms. For example, Chinua Achebe's *Arrow of God* (1964) explores changing values and ethics that resulted from the British intrusion in Eastern Nigeria. This complex novel involves both local and global, imperial, issues as it explores the disruptive effect of British colonial policies on indigenous leadership patterns. Another excellent example that portrays the author's perspective is the naturalistic (and pessimistic) play *The Black Hermit* (1968) by Kenyan Ngugi wa Thiong'o which paints a bleak picture of colonialism in East Africa but carries with it the thin hope of change for the better for both the protagonist's village as well as the nation itself.

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

Arts and Letters General Education/Discipline Studies List Request Form

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Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

Save this document as the course prefix and number.

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7. Complete the following Course Information:			
Course Prefix and Number:	HUM 206	Course Title:	African Art
Course Credits:		Gen Ed Category:	Arts and Letters

Course Description:	Part of three course series. Introduces a variety of art forms from different time periods and geographic areas of the African Continent. Explores how art is influenced by culture, myth, economics, politics, gender, and region. Ability to understand and participate in class discussions required.

Course Outcomes:	- Communicate artistically, orally, and in writing the integration of art in every aspect of the lives of African peoples, and the importance of artistic context. - Understand and appreciate the immense diversity of artistic styles and uses throughout the African continent. - Demonstrate college-level skills in critical thinking, research, and writing about the art of African peoples and its uses.

8. Address PCC's General Education Philosophy Statement:

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C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

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

A. Understanding of their culture and how it relates to other cultures.	Art is expressive of cultures and studying the commonalities and differences allow students to have great insight into other cultures as well as their own.

B. Appreciation of history both from a global perspective and from a personal perspective,	All art must be seen in their historical contexts and Africa art has also influenced European and North and South American art. Students will engage in their own art projects to get a personal field for the discipline. We will study the works of both men and women.

including an awareness of the role played by gender and by various cultures.	

C. Understanding of themselves and their natural and technological environments.	African art is bound to the natural environment, for example, the fertility deities are meant to help increase the harvest. The masks are used to induce rainfall from the Creator.

D. Ability to reason qualitatively and quantitatively.	Students also examine the mathematical proportions of art work.

E. Ability to conceptually organize experience and discern its meaning.	Exams focus on historic eras and regional styles as expressed in specific works of art and the vocabulary used in discussing these works. A research paper encourages each student to think critically, focus on a contemporary African artist and delve into the symbolism and history contained in that artist's work.

F. Aesthetic and artistic values.	Weekly assignments involve the students in discussion, analysis and comparison. Videos about the arts and virtual museum trips to some of the world's best collections augment readings in the most current text on African Art.

G. Understanding of the ethical and social requirements of responsible citizenship.	African artists are intimately involved in their communities and furnish the works for communal celebrations as well as for the leaders to engage in their governmental activities- chiefly symbols such as the Ashanti stool.

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.*	- Communicate artistically, orally, and in writing the integration of art in every aspect of the lives of African peoples, and the importance of artistic context. - Understand and appreciate the immense diversity of artistic styles and uses throughout the African continent. - Demonstrate college-level skills in critical thinking, research, and writing

	about the art of African peoples and its uses.
***Note:** 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 focus of African Arts is on visual and performance arts of Africa. Each historic era, each regional style is presented in slides, video and text books in a manner which encourages students to respond, interpret and engage in these varied art forms. in small group discussion, home art projects and written observation and commentary. The use of art in ritual and festival in familiar Western cultures is related in class discussion and lecture to similar use throughout traditional and modern Africa

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	The broad range of human experience in African arts, from prehistory to the present, provides an ideal framework for the analysis of individual and cultural forms of expression From sophisticated Neolithic paintings on rock surfaces in Libya and South Africa, from danced and sung ancestral dramas of conflict and redemption in Guinea and Nigeria, from exquisitely crafted mud mosques in Mali and dry masonry fortress towers in Zimbabwe, are seen tangible, visible evidence of human needs for social order and individual responsibility.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	James S. Harrison	jharriso@pcc.edu
SAC Chair	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Dr. Nancy Wessel	nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	HUM 214	Course Title:	Race and Racism
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	HUM 214	Course Title:	Race and Racism

Course Description:	Introductory examination of the origins and manifestations of the socially constructed concept of race. Critical theory approach is used to analyze the manner in which the concept of race has been developed and interpreted and its influence on the social, economic and political relations between ethnic groups. Emphasis on racist ideas, theories, movements and key people and events in the evolution of race-based thinking. This study includes instances of racism in Eurasia, Africa, the Americas and Australia. Audit available.

Course Outcomes:	• Engage in critical thinking to evaluate culturally based assumptions that underlie the modern concepts of race and racism. • Understand that the study of humanities involves an analysis of what it means to be human through an examination of the motivation, creativity, values and world views people of different ethnic groups. • Communicate effectively about the defining moments in the development of race-based ideas as well as anti-racist strategizing. • Articulate and evaluate the world views and interactions of people of different ethnicities over time.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	A focused study on the origins of the twin concepts: the idea of race and the practice of racism from a global perspective, allow students to better understand how these issues play out in various societies around the world as well as in our own culture. The course includes a unit specifically on the United States, so that, after investigating racism in other societies, students will recognize similarities and better understand these concepts.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	A crucial part of this course is an exploration of a brief but focused history of racism itself. Students will learn about how and why these beliefs developed in 18th century Europe and how they spread. Most of the originators of these ideas were men but women later came to be important players in the concept of biologically based race concepts as the progenitors of the race.

C. Understanding of themselves and their natural and technological environments.	Students will learn how new technology in the 19th century led to a pseudo-scientific base for racism with measurements of the human body being an essential part of this development. We will also study aspects of environmental racism.

D. Ability to reason qualitatively and quantitatively.	This course relies heavily on common sense reasoning as well as critical thinking; students are asked to consider the implications of various types of racism. Students will also study demographic statistics, charts and diagrams to discern patterns of racism. Thesis-based essays will allow students to develop arguments based on factual information.

E. Ability to conceptually organize experience and discern its meaning.	Humanities courses require students to organize a body of material and come up with arguments based on primary sources and secondary accounts. By examining the historical background of racism students will have experience in making sense of determining factors. This course of study also mandates that students organize events into categories in order to better recognize similarities and differences between the different philosophies of racism. This is done with a variety of method, for example: assigning essays based on primary sources, analysis of scholarly articles and/or books; class discussion; and thought-provoking exams.

F. Aesthetic and artistic values.	The concept of racism was expressed in writing and symbolically. The Great Chain of Being diagram of Medieval times fit neatly into the concept of human hierarchies and was incorporated into the grounding of racist thoughts. Clearly though, the writings of Comte de Gobineau, Thomas Jefferson, Adolf Hitler and others influenced the moral thought of a great many people.

G. Understanding of the ethical and social requirements of responsible citizenship.	The concept of race and the idea of citizenship engage in a strange dance. Citizenship implies a certain political (at least) equality while biologically conceived race is based on inequality; it posits a superiority-inferiority continuum. Students will come to understand that both concepts- national citizenship as well as biological based race developed during the 19th century and their proximity makes for a good study. Race based citizenship is best seen in Apartheid South Africa but it was not limited to that nation.

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.*	• Engage in critical thinking to evaluate culturally based assumptions that underlie the modern concepts of race and racism. • Understand that the study of humanities involves an analysis of what it means to be human through an examination of the motivation, creativity, values and world views people of different ethnic groups. • Communicate effectively about the defining moments in the development of race-based ideas as well as anti-racist strategizing. • Articulate and evaluate the world views and interactions of people of different ethnicities over time.
***Note:** 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"?**	Humanities students will interpret the arts and letters by engaging in close readings of primary source documents, for example: *Mein Kampf*, South African laws, Jefferson's *Notes on the State of Virginia* and others. They will also analyze cartoons, illustrations and film clips, such as the notorious Willie Horton commercial of 1988 presidential election. On the other hand they will read anti-racist literature, such as Peggy McIntosh's "Unpacking the Invisible Knapsack," as well as videos by Tim Wise and handouts on how everyone's quality of life can be enriched as race consciousness declines. We will also look at racist art and music.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	The concept of race is at the heart of one of the modern world's most significant value or ethical problem. Students will study a wide range of societies and learn how racism is lived but also how past and current societies have mounted challenges to the very concept as well as practice of race based behavior. These include, for instances, African slavery, racial harmony in Brazil, genocide in Nazi Germany as well as Rwanda, race riots in 1900s Russia, 1920s USA and 1980s Indonesia.
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kendi Essary	kesary@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dr. Nancy Wessel	nancy.wessel@pcc.edu

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:	HUM 221	Course Title:	Leadership Development
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	The primary focus of the course is the development of leadership skills. It provides a basic understanding of leadership principles and group dynamics and helps students develop a personal leadership philosophy and style. The course integrates readings from classic works of literature, contemporary multicultural readings, experiential exercises and films. Issues of diversity, personal growth and interpersonal relationships are explored within the context of leadership development.

Course Outcomes:	• Apply critical thinking and engage in problem solving using a variety of essential leadership skills. • Use basic leadership concepts. • Articulate an understanding of the principles, practices, styles and values of diverse cultures in developing their own approach to leadership • Identify culturally-grounded practices, values and beliefs and explain how they influence people's leadership styles

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	This course offers numerous opportunities for students to explore their culture and how it relates to other cultures through the lens of leadership. Leadership concepts and individual role models are analyzed and discussed based on a series of readings, classroom activities, films, and lectures. Culture is explored through the micro groups that inhabit the United States

	as well as those from around the globe. For example, students read excerpts from Chief Joseph's speech to the Bureau of Indian Affairs as well as the Cesar Chavez's speech to the United Farm Workers. Culture isn't only presented in terms of ethnicity, but also from the perspective of different genders and socio-economic groups. The gay culture is also incorporated into the course as well as global perspectives.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	This integration of readings from the Humanities is a unique aspect of the course. The leadership wisdom contained in the reading selections and films draw from a variety of perspectives - ancient Greece and China, Renaissance Europe, Early America, and twentieth century Europe, America, and Africa – are critical elements of the course. For example, students study classic pieces of literature like Homer's "Iliad" to Sojourner Truth's "Ain't I A Women". These two examples offer an understanding of not only culturally diverse and gender perspectives, they also hold insight into ancient and 19th century ideas. In addition, while the Iliad provides great insight into the values of ancient Greece, the Sojourner Truth piece allows students to explore someone's personal journey and relate that experience to their own understanding of life. The films shown during the course of the semester also address a variety of perspectives and historical time frames - from the academy award winning film "Glory" (Civil War emphasizing the African American experience) to the documentary "The Times of Harvey Milk" (70s/80s gay culture). Contemporary literature is also introduced from other cultures such as Lao Tzu's "Tao Te Ching" as a way to discuss the concept of servant leadership from the eastern viewpoint. In short, the Leadership Development course provides students with the opportunity to appreciate history from a global and personal perspective that embraces the importance of gender and cultural ideas.

C. Understanding of themselves and their natural and technological environments.	Leaders, their philosophies and styles intrinsically shape our world. The decisions they make fundamentally delineate the realities students face. This includes issues like the environment, housing, poverty, justice and equality. This course gives students a chance to unpack the philosophical roots of leaders' decision-making processes and see how they relate to directly to both the artificial and natural world in-which they live. For example, one of the main course requirements is to write a term paper on a particular leader. Unlike a simple research project, students are challenged to look beyond the historical events and delve into a leader's ethical and moral fabric. This examination is then placed in the context of contemporaneous events and how these decisions shape our both the natural and artificial world of today.

D. Ability to reason qualitatively and quantitatively.	Qualitative reasoning is a foundational piece of this course. The study of cause and effect based on a leader's style and decisions is an essential part of Humanities 221. Students are challenged to consider, for example, cases of the "law of unintended consequence," proactive and reactive decision making, brinksmanship and social engineering. These topics are first discussed in their original historical contexts and then related to everyday student experiences. To facilitate this understanding students are required to keep a reflective and detailed journal on weekly assignments and in-class discussions. Quantitative reasoning is less emphasized in this course; however, students are required to posit arguments which draw on statistical and demographic sources. There are asked to evaluate the veracity of data

	and its collection method.

E. Ability to conceptually organize experience and discern its meaning.	The Leadership Development class provides students with numerous opportunities to experience a variety of leadership concepts and ideas through class room activities and exercises. After every experiential activity, the exercise is processed and integrated into the weekly theme. For example, an exercise entitled "Lost At Sea" is used to help illustrate some of the challenges associated with decision making. The instructor incorporates some of the "model leadership" examples to held discern the meaning of the activity and how it relates to the importance of decision making as a leader.

F. Aesthetic and artistic values.	Leadership Through the Classics is grounded in a robust tour of 20th Century film. Students are asked to evaluate not only the actions of individual characters and leaders in these films, but to consider the context, both visually and historically, of the dialog, sets and social mores exhibited in the clips. Films include: *Hotel Rwanda, 12 Angry Men, Remember the Titans, and The Life and Times of Harvey Milk.*

G. Understanding of the ethical and social requirements of responsible citizenship.	The foundation of Humanities 221 is the observation and study of great leaders portrayed in the Humanities by writers, historians, and film-makers as well as the observation and study of the works of great leaders themselves. Students explore how past and present local, national, and world leaders worked through ethical challenges, social problems, and matters of conflict to shape our civilization both in the United States and around the world. The lessons learned by studying the leaders of our civilization help students to understand the requirements of responsible citizenship and how they, as individuals, might impact their own communities by stepping up. For example, students study classic pieces of literature like Plato's Republic where they gain insight into the concepts such as natural born vs. developed leaders and explore the ideals of living in a democratic republic. They are also asked to engage in topics that challenge their ideas of what sort of behaviors and needed to be a responsible citizen. Ideas related to ethics and servant leadership are discussed as well as decision making and conflict resolution are explored which allows students to ponder what it means to not only be a leader, but a citizen as well. All the themes have classic literature and contemporary ideas woven into the lesson plans offering students the chance to engage is a broad variety of topics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music,

language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Apply critical thinking and engage in problem solving using a variety of essential leadership skills. • Use basic leadership concepts. • Articulate an understanding of the principles, practices, styles and values of diverse cultures in developing their own approach to leadership • Identify culturally-grounded practices, values and beliefs and explain how they influence people's leadership styles
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Students of Humanities 221 are given multiple opportunities to draw upon their creative skillsets. While the majority of this creativity is expressed in the form of written assignments, students are tasked with understanding the nuance of film and creative processes of directors and actors. In fact, they are required to creatively evaluate the creativity of artist and place that critique in the context of historical and political events. In a very real way, these assignments demand a confluence of creativity, analysis and critical thinking.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	At the foundation of all leaders and the decisions they make are values and ethics. These include assumptions about human nature, civil rights, inclusion, justice and moral/ethical expressions like religion. These foundational ideas are a microcosm of larger political and economic global issues and directly relate to understanding social issues like exploitation, militarism, cultural clashes and genocide. Studying leaders and the beliefs they value provide a contextual framework for understanding issues which face students at the local, state, national and international levels.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Landscape Technology	Submitter name Phone Email	Marilyn Alexander 971-722-7203 malexand@pcc.edu
Current prefix and number	LAT 110	Proposed prefix and number	
Current course title	Grounds Maintenance	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Operational procedures, materials, safety, and equipment. Emphasis on industry standards for scheduling seasonal, yearly approach to maintenance operations and hands-on, practical experience.	Covers operational procedures, materials, safety, tools and equipment. Emphasizes industry standards for scheduling monthly, seasonal, and yearly approach to maintenance operations. Uses hands-on, practical field experience to demonstrate principles.

Reason for change	Update course description to current CCOG standards

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students apply horticultural practices used in the care of landscapes. These practices are organized to seasonal and monthly timing of the application of tasks. The intended outcome is the development of a complete maintenance strategy over the course of a year for an established landscape.	• Apply horticultural practices to care for lawns, native, ornamental and food producing beds, and hardscapes. • Maintain residential, commercial and public institutional sites using current industry standards, tools and equipment. • Schedule monthly, seasonal and yearly tasks in calendar form suitable for a grounds maintenance business. • Select sustainable or best management practices (BMP's) and techniques to reduce costs, resource consumption and environmental impact.

Reason for change	Update course description to current CCOG standards.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes 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
Marilyn Alexander	malexand@pcc.edu	10/10/2011
SAC Administrative Liaison	Email	Date
Birgitte Ryslinge	birgitte.ryslinge@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Landscape Technology	Submitter name Phone Email	Marilyn Alexander 971-722-7203 malexand@pcc.edu
Current prefix and number	LAT 225	Proposed prefix and number	
Current course title	Water Gardens	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Layout and construction of water features. Hands-on techniques for site development, use of liners, placement of rock and plants, pumps and plumbing. Selection of water plants and fish.	Covers layout and construction of water features. Introduces hands-on techniques for site development, use of liners, equipment and plumbing, placement of rock and plants, and criteria for selection of water plants and fish.

Reason for change	Update course description to current CCOG standards.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Layout ideas for water features and select materials to carry out those ideas • Perform the needed calculations to size water pumping systems and to determine size and volumes of materials needed to construct the feature • Select plants and fauna for water features • Perform the necessary tasks to maintain existing water features in good operating condition	• Plan and layout ideas for water features and select materials for implementation. • Perform calculations to size water pumping systems and to determine size and volumes of materials needed for construction. • Select plants and fauna for water features to create successful habitats. • Perform tasks to maintain existing water features in good operating condition. • Select sustainable water feature components and techniques to reduce costs, resource consumption and environmental impact.

Reason for change	Additional credit added (from 2 to 3 credits), and emphasis on sustainable practices incorporated into curriculum.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	☐ Next available term after approval X Specify term(if AFTER the next available term) Summer 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marilyn Alexander	malexand@pcc.edu	10/10/2011
SAC Administrative Liaison	Email	Date
Birgitte Ryslinge	birgitte.ryslinge@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Landscape Technology	Submitter name Phone Email	Marilyn Alexander 971-722-7203 malexand@pcc.edu
Current prefix and number	CSS 200	Proposed prefix and number	
Current course title	Soils and Plant Nutrition	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Soils and plant interrelationships. Soil development and terms. Use of organic and inorganic means to provide optimum environment for plant growth. Recommended prerequisite MTH 60 or	Examines soils and plant interrelationships. Introduces soil development and terms, physical, biological, and chemical properties, and the use of organic and inorganic means to provide optimum environment for plant growth. Recommended prerequisite MTH 60 or

instructor permission.	instructor permission.
Reason for change	Update course description to current CCOG standards

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Performance of field tests and basic lab tests to determine soil properties. • Analyze existing soil conditions to determine the soil's capacity to support plant growth • Recommend and make modifications to existing soil conditions to provide for optimum plant growth. • Take actions and/or develop written procedures to protect and correct soils in urban conditions. • Work as part of a group/team in the collection and analysis of soil data	• Perform field and basic lab tests to determine existing soil properties. • Analyze existing soil conditions to determine fertility and capacity to support plant growth. • Recommend and make modifications to existing soil conditions to provide for optimum plant growth. • Present data, analysis, recommendations and modifications for specific landscape sites in verbal, visual, and written format to clients in a professional manner. • Use sustainable practices to protect, correct and improve the health of soils, reducing costs, resource consumption and environmental impact.
Reason for change	Additional credit added (from 3 to 4 credits), and emphasis on sustainable practices incorporated into curriculum.

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marilyn Alexander	malexand@pcc.edu	10/10/2011
SAC Administrative Liaison	Email	Date
Birgitte Ryslinge	birgitte.ryslinge@pcc.edu	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Landscape Technology	Submitter name, phone, and email	Marilyn Alexander 971-722-7203 malexand@pcc.edu
Course prefix and number	LAT 110	Course title	Grounds Maintenance

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30 hrs/term	Lecture	20 hrs/term
Lecture/Lab	20 hrs/term	Lecture/Lab	
Lab		Lab	30 hrs/term
Total contact hours/term	120	Total contact hours/term	90
Total credits	4	Total credits	3
Reason for change:	Overtime this course has lessened in content and strengthened its hands-on competency based learning in the lab. The change in credits represents a closer fit with our current 3 credit competency based courses in LAT.		

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.

X Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

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?

☐ Yes X No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes X No	If yes, please describe	
Implementation term		X Next available term after approval ☐ Specific term

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

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Landscape Technology	Submitter name, phone, and email	Marilyn Alexander 971-722-7203 malexand@pcc.edu
Course prefix and number	LAT 225	Course title	Water Gardens

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10 hr/term	Lecture	20 hr/term
Lecture/Lab	20 hr/term	Lecture/Lab	20 hr/term
Lab	0	Lab	0
Total contact hours/term	60	Total contact hours/term	90
Total credits	2	Total credits	3
Reason for change:	This course needs an extra hour of lecture time to cover the content and give time to students to absorb lab work following lecture. The change will also allow students to fit a 3 credit elective class better into the 6/12 credit LAT electives required for the two year Certificates/AAS degree respectively.		

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.

X Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes X No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes X No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes X No	If yes, please describe	
Implementation term	☐ Next available term after approval X Specific term – Summer 2012	

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Landscape Technology	Submitter name, phone, and email	Marilyn Alexander 971-722-7203 malexand@pcc.edu
Course prefix and number	CSS 200	Course title	Soils and Plant Nutrition

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	20 hrs/term	Lecture	30 hrs/term
Lecture/Lab	20 hrs/term	Lecture/Lab	20 hrs/term
Lab	0	Lab	0
Total contact hours/term	90	Total contact hours/term	120
Total credits	3	Total credits	4

Reason for change:	This science course needs an extra hour to cover the content and give students time to absorb lab work following lecture. The current 4 hour class feels rushed and hurried to deliver the content and shortens lab time necessary to learn the subject. The changes will better align with our Basic Horticulture, LAT 106 (a Botany class) that is currently 4 credits/5 hours also.

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.

X Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

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?

☐ Yes X No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes X No	If yes, please describe	
Implementation term		☐ Next available term after approval X Specific term – Winter 2013

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:	Landscape Technology		Submitter name phone and email	Elizabeth Brewster X7632 elizabeth.brewster1@pcc.edu
Prefix and Course Number:	LAT 224		Credits:	3
Course Title: (60 characters max)	Grading and Drainage		Transcript Title (30 characters max)	Grading and Drainage
Can this course be repeated?	☐ Yes X☐ No	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	

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

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

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

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

Covers the interpretation of design documents to lay out grading and drainage projects. Covers the design and installation of drainage elements per site requirements. Introduces tools and methods for grading landscape sites based on design documents and field measurements.

Addendum to course description:

This course builds on the skills learned in LAT 223 Site Survey and Analysis. Students will implement grading projects using the skills developed in LAT 223.

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: LAT 223	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	• Lay out a grading plan in the field • Grade and contour a site based on design documents and site characteristics • Recommend solutions to existing grade problems • Design, plan and evaluate landscape drainage solutions • Install drainage features on a landscape site
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Midterm and final exams • Portfolio • Weekly assignments • In-lab projects
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Reading grading plans and relative construction documents • Identify and safely operate tools and equipment for grading and drainage installation • Materials and supplies for grading and drainage • Site layout for grading • Grading landscape sites • Site evaluation for grading and drainage • Evaluation of existing grading and drainage

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		XYes ☐ No
Name of certificate(s):	Landscape Construction Two Year Certificate (we will be revising this certificate into a degree)	# credit: 79
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:	Elective	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If 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	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X☐ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review

This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marilyn Alexander	malexand@pcc.edu	
SAC Administrative Liaison	Email	Date
Birgitte Ryslinge	Birgitte.ryslinge@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Landscape Technology		Submitter name phone and email	Elizabeth Brewster x7632 elizabeth.brewster1@pcc.edu
Prefix and Course Number:	LAT 211		Credits:	3
Course Title: (60 characters max)	Landscape Construction Practices II		Transcript Title (30 characters max)	Lndscpe Cnstrct Practices II
Can this course be repeated?	☐ Yes X☐ No	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	

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

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

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

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

Covers in-depth, the use of tools, equipment, materials (e.g. wood, pavers, stone, concrete) and advanced techniques for the construction and installation of hardscape features. Includes, hands-on projects in pathways, wood construction and retaining walls. Recommended: LAT 236

Addendum to course description:

This course builds on the basic skills taught in LAT 111. Students learn and perform advanced construction techniques on hardscape projects.

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: LAT 111	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	• Perform advanced landscape construction techniques safely. • Choose and use the proper tools and materials for landscape construction projects. • Read, understand and follow landscape construction plan details. • Plan, assess and modify landscape construction projects to meet site restrictions. • Identify and interpret applicable building codes as they impact landscape construction projects. Work in and manage a crew on a landscape construction project.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Midterm and final exams • Portfolio • Weekly assignments • In-lab projects
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Safe operation of tools and equipment • Curved paver projects • Stone retaining walls • Advanced wood construction • Craftsmanship • Professionalism • Building codes and landscape construction • Project assessment • Project management

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		XYes No
Name of certificate(s):	Landscape Construction Two Year Certificate (we will be revising this certificate into a degree)	# credit: 79
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: 3
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If 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	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	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
Marilyn Alexander	malexand@pcc.edu	
SAC Administrative Liaison	Email	Date
Birgitte Ryslinge	Birgitte.ryslinge@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Landscape Technology		Submitter name phone and email	Elizabeth Brewster 971-722-7632 elizabeth.brewster1@pcc.edu
Prefix and Course Number:	LAT 273		Credits:	3
Course Title: (60 characters max)	Sustainable Landscape Water Management		Transcript Title (30 characters max)	Sustnble Lndscpe Water Mgmt
Can this course be repeated?	☐ Yes X☐ No	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	

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

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

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

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

Covers the analysis, planning, construction and management of bioswales, greenstreets, raingardens, greenwalls, greenroofs, rainwater harvesting operations and greywater systems. Includes planning and construction of a typical water management facility. Recommended: LAT 111, LAT 236, LAT 223, LAT 272, second year status.

Addendum to course description:

One Saturday fieldtrip is required during the course. Several, local in-class fieldtrips are required.

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	• Recommend water management facilities based on site characteristics. • Understand contemporary legal requirements for sustainable water management facilities (e.g. building codes, land development code) • Design and construct a sustainable water management facility. • Evaluate the performance of a water management facility. • Recommend and perform maintenance of a water management facility. • Integrate several water management options to suit site conditions and client's needs.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Midterm and final exams • Portfolio • Weekly assignments (research, site visit responses) • In-lab projects
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Identification of common water management options • Design, installation and management of sustainable water management facilities • Advantages and disadvantages of water management options • Site evaluation for sustainable water management facilities • Integrating facilities for efficiency • Evaluation of sustainable water management facilities • Environmental, political, social and monetary impacts of sustainable water management facilities

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		XYes ☐ No
Name of certificate(s):	Landscape Construction Two Year Certificate (We will be revising this certificate into a degree)	# credit: 79
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:	Elective for the certificate, required for the degree	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If 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	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X☐ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review

This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marilyn Alexander	malexand@pcc.edu	
SAC Administrative Liaison	Email	Date
Birgitte Ryslinge	Birgitte.ryslinge@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Bioscience Technology		Submitter name phone and email	Patricia Willy 971-722-7254 Patricia.willy@pcc.edu
Prefix and Course Number:	BIT102		Credits:	2
Course Title: (60 characters max)	Current Topics in Bioscience Technology		Transcript Title (30 characters max)	CurrTopics in Bioscience Tech
Can this course be repeated?	☐ Yes ☒ No	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: 0 Lab: 0
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

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

Provides an overview of current topics in Bioscience Technology. Includes recombinant DNA technology, bioremediation, forensics, genetically modified organisms (GMO), stem cell technology, pharmaceutical drug discovery and medical devices as well as ethical and legal issues surrounding biotechnology today. Recommend: BI112 or BI211 or equivalent

Addendum to course description:

Identify prerequisite, 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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Interpret and evaluate information about bioscience technology across the broad spectrum of current applications and make informed decisions that relate to applications of bioscience that have impact on self, family, community and the environment.
Course activities and design: **(from CCOG)**	This course will focus on a broad range of topics that are relevant to bioscience technology today. Topics may include newsworthy articles and current events in the media as well as ethical issues surrounding discoveries and practices in bioscience technology.
Outcomes assessment strategies: **(from CCOG)**	• Presentation or document describing and explaining a bioscience product, company or policy issue. • Writing assignment in which a defined ethical question raised by advances in bioscience technology is evaluated. • Participate in, and contribute to, all class and team discussions and activities. • Homework assignments • Scheduled examinations
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Themes: • Application of basic principles in the generation of useful biological tools • Ethical, legal, global, and social issues in the application of biotechnology • Driving forces relevant to the bioscience industry Concepts: • Genetic information • Control of gene expression • Structure/function relationships • Technology (application of science) Issues: • New and emerging technologies • Alternative or conflicting points of view • Ethical decision making • Impact of international and cultural differences Skills: • Provide examples of traditional and modern biotechnology. Distinguish

	between biotechnology, genetic engineering, and bioscience technology. • Demonstrate a working understanding of the relationship between DNA, RNA and protein and explain why this is central to genetic engineering. • Define and be able to use the terminology of basic biochemistry and molecular biology and key terminology in biotechnology. • Describe the key steps in the production of a recombinant pharmaceutical product. • Explain applications of bioscience in agriculture, medicine, environmental science, and forensics. • Describe the impact of biotechnology on the agricultural industry, medicine, and the environment. • Describe examples of bioremediation and biotreatment, and discuss the role of naturally occurring vs. genetically engineered organisms in bioremediation • Describe current advances and issues in personalized medicine. • Provide several applications of stem cell technology in medicine and research. • Recognize ethical, legal and/or social issues which may arise as a result of advances in bioscience technology.

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.	BIT 102 is being developed to replace the existing BIT 101 course (Introduction to Bioscience Technology). This course will introduce students to the field of bioscience technology and the latest advances in this field using a lecture/discussion format. Unlike BIT 101, this course does not include a laboratory section, thereby reducing the overall number of program credits and minimizing the redundancy in BIT laboratory courses.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Biotechnician Certificate	# credit: 13
Name of degree(s):	AAS Bioscience Technology	# credit:90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	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	None will be impacted by this new course.
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Summer 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patricia Willy	Patricia.willy@pcc.edu	10/7/11
SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Bioscience Technology		Submitter name phone and email	Patricia Willy Patricia.willy@pcc.edu 971-722-7254
Prefix and Course Number:	BIT 126		Credits:	3
Course Title: (60 characters max)	Applied Quality Practices		Transcript Title (30 characters max)	Applied Quality Practices
Can this course be repeated?	☐ Yes ☒ No	How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

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

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

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

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

Introduces concepts and skills that are needed by entry level workers in the regulated bioscience and related work environments. Laboratory-based activities emphasize validation, compliance, CAPA, audit, LEAN work habits, material and product control and coordinated quality teamwork.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)

(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: BIT 125	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: BIT 109 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Follow established procedures in compliance with quality system requirements in a regulated bioscience environment. 2. Perform basic quality functions according to standard operating procedures in a regulated bioscience environment. 3. Record work functions using established documentation formats. 4. Recognize and exhibit personal and professional behaviors, including efficient (LEAN) work habits that are appropriate in a regulated work environment. **5.** Communicate effectively to perform coordinated tasks as a member of a team.
Course activities and design: **(from CCOG)**	Students will apply FDA/ISO quality system concepts while working in teams to produce a bioscience product in the laboratory following accepted industry practices. Throughout the course, the students will explore themes, concepts and issues listed below.
Outcomes assessment strategies: **(from CCOG)**	1. Documentation, including but not limited to: Standard Operating Procedures, Batch Records, Forms. Frequent evaluation and feedback to the students. 2. Practical assessment of skill in conducting quality functions in compliance with established procedures, both individually and as a member of a team. 3. Presentations 4. Portfolio 5. Written exams and quizzes
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Themes *Topics that thread through all of the instruction* • Compliance with regulations • Acceptance criteria • Document control • Ethics • Records keeping • Change control Concepts *Things that need to be known and understood in support of the outcomes* • CAPA (Corrective Action Preventive Action) • Audit (internal, customer, regulatory, supplier) • Validation • LEAN • Environmental Control

	• Equipment Measurement and Calibration • Accuracy and precision • Acceptance Activities • Material Control • Design inputs and outputs Issues *Things that may need to be "overcome" in order to achieve the outcomes* • Teamwork • Following detailed written instructions • Non-conformances • Planning • Time-management/Efficiency to eliminate waste of resources • Proper communication channels Skills *Mastered by repetition and practice in order to achieve the outcomes* • Using computers for obtaining information, using forms, record-keeping, communication • Documentation in compliance with established regulatory procedure. • Effective communication, both written and oral. • Follow established written procedures to consistently carry out functions in a regulated work environment. • Recognize non-conformities, perform root-cause analysis and apply CAPA. • Coordinated teamwork

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This course will be a lab-based approach to teaching students how to work in a regulated environment. This type of environment will be encountered by many of our graduates as they enter the current Bioscience workforce in Oregon. We do not currently offer students the ability to learn to work in such a regulated laboratory environment.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Biotechnician	# credit: 13
Name of degree(s):	AAS Bioscience Technology	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No

If **no** is selected continue to part three.

If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patricia Willy	Patricia.willy@pcc.edu	10/7/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Bioscience Technology	Submitter name Phone Email	Patricia Willy 971-722-7254 Patricia.willy@pcc.edu
Current prefix and number	BIT107	Proposed prefix and number	
Current course title	Bioscience Lab Math	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change	Increase the prerequisite requirement so that students are more adequately prepared for the course		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Develops mathematics skill and problem-solving related to work in a bioscience laboratory or biomanufacturing environment. Includes calculations for solution preparation, analysis and manipulate of molecules and cells, analysis	Develops mathematics skill and problem-solving related to work in a bioscience laboratory or biomanufacturing environment. Includes calculations for solution preparation, analysis and manipulate of molecules and cells, analysis and interpretation of data and commonly used statistical methods. Prerequisite:

and interpretation of data and commonly used statistical methods. Recommend: Prior or concurrent college-level course in Chemistry, or BI 112 or 211, and MTH 65.	MTH 65 or placement into MTH 95. Recommend: Prior or concurrent college-level course in Chemistry, or BI 112 or 211.
Reason for change	Increase the prerequisite requirement so that students are more adequately prepared for the course

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Carry out calculations needed to prepare solutions, make dilutions, interpret protocols and evaluate data in bioscience laboratory or manufacturing environment.	
Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: MTH 95			
prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patricia Willy	Patricia.willy@pcc.edu	10/7/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Bioscience Technology	Submitter name Phone Email	Patricia Willy 971-722-7254 Patricia.willy@pcc.edu
Current prefix and number	BIT181	Proposed prefix and number	
Current course title	Exploring Bioscience	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Overview and exploration of bioscience technology, from research and development to manufacturing. Covers career options and pathways, and guides students in the development of skills to identify potential internships, entry-level positions and	Overview and analysis of various Bioscience Technology work environments including research, development, and manufacturing. Covers career options, pathways, and development of skills that are needed for identification and procurement of entry

education and training opportunities that fit the student's goals and trends in the field. Participation in field trips is essential. Prerequisite: Concurrent enrollment in BIT 110 or instructor permission. **Addendum to Course Description:** This course is intended to be a companion course to BIT 110. While BIT 110 focuses on technical content, bringing industry representatives in to provide real-world context, this course takes the student on a journey through several bioscience companies, both virtually and physically, to investigate the variety of applications of bioscience in our local industry. The emphasis on this course is a combination of learning about local companies and employment opportunities, as well as learning what it takes to both get and keep such jobs, and advance in the field. The particular combination of learning about and learning how to find employment in this industry was requested by and developed in collaboration with Genentech representatives, who wished to replicate a successful model for pre-employment training they had developed in partnership with Skyline Community College in California.	level positions, education, and training opportunities in the bioscience field. Includes portfolio development and refinement of job search, resume writing and interview skills. Participation in field trips is essential. Prerequisite/concurrent: BIT 105, BIT 107, and BIT 109 or instructor permission. Recommended: completion or concurrent enrollment in BIT 125.
Reason for change	The new description clarifies the breadth of work environments covered, updates the prerequisites to match overall program revisions, and appropriately reflects the focus of the course on portfolio development and refinement of skill through student learning activities. Additionally it removes references to BIT110 which is no longer offered.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Make informed decisions about career options and education/training requirements for employment and advancement in the bioscience field. • Research, apply and interview for employment with a company or other employer in the bioscience industry.	• Make informed decisions about career options and education/training requirements for employment and advancement in the bioscience field. • Communicate effectively with peers and potential employers in the bioscience field using available methods, including, but not

	limited to letters, email, professional networking, and informational interviewing. • Research, apply and interview for employment in the bioscience industry.
Reason for change	Through various assessment strategies, we've observed that student success in the advanced BIT coursework and cooperative education "Work Experience" is enhanced by strong communication skills of the type we added to the learning outcomes. Enhanced emphasis on communication is introduced in this course and thus serves as a foundation for the remainder of the program.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into:

prefix & number: Concurrent Enrollment in BIT110 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into:

prefix & number: BIT 105 and BIT 107, and BIT 109 or instructor permission.	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	

Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term): Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patricia Willy	Patricia.willy@pcc.edu	10/7/11
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Bioscience Technology	Submitter name, phone, and email	Patricia Willy 971-722-7254 Patricia.willy@pcc.edu
Course prefix and number	BIT181	Course title	Exploring Bioscience

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10	Lecture	20
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	30
Total contact hours/term	40	Total contact hours/term	50
Total credits	2	Total credits	3

Reason for change:	The proposed change to 3 credits reflects the amount of work and instruction done for this class. This change also reflects increased time students need to spend outside of class each week in resume writing, job searches, and portfolio development and instructor time to review these materials.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☒ Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes ☐ No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	No impact on others
Implementation term		☐ Next available term after approval ☒ Specific term (Fall 2012)

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

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Matt Stockton	mstockto@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 185	Course Title:	Computer Ethics
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 185	Course Title:	Computer Ethics

Course Description:	Addresses the ethical and social issues that arise around the use of computer technology. With the increasing development and integration of computer technology into our everyday lives, it is imperative to not only explore what we can do with computer technology, but our ethical responsibilities in using that technology. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	**Identify and explain different ethical theories as they pertain to issues involving computer technology in order to effectively make moral choices that improve their applications.** **Comprehend and abide by the professional and ethical standards appropriate for information systems professionals.** **Apply an understanding of the moral and legal arguments around intellectual property in order to utilize Internet resources critically and uphold compliance with intellectual property rights.** **Recognize and reflect on how computer technology affects our notions of property, governance, free speech, justice, and privacy in order to better define one's social responsibility.**

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Addresses how computer technology has essentially broken our notions of culture out of their traditional geographical foundations and created new cultural spaces online. Explains how as our society continues to develop, culture will be dictated by our participation in these spaces. Promotes the

	importance of understanding the ethical considerations associated with these environments as an essential skill necessary for effectively participating in the world and building collaborative relationships to effectively address the challenges confronting it.

B. Appreciation of 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.	Examines how social and personal change is driven by the conflicts of various values, ideologies, and agendas. Demonstrates how the study of ethics involves an analysis of how these conflicts occur and what might be done to most effectively confront them. Illustrates how computer ethics emerges from our understanding of how the emergence of computer technology has impacted our ability to answer traditional moral questions in both natural and technological environments. Promotes increased moral autonomy as a means to achieving a more authentic sense of self backed by personal accountability.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Demonstrates how the ability to efficiently comprehend and sort through information is a fundamental attribute for being successful in this digital/information age. Emphasizes how ethical thought, when applied to computer technology, reveals the motives, outcomes, and possibilities associated with how such information is compiled and conveyed. Promotes an understanding of these moral considerations as a means to contextually interpret experiences with computer technology within a relevant social and moral context. Applies these moral insights when considering the best way to proceed on these issues.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Promotes a theoretical, historical, and contemporary understanding of how the study of ethics contributes to the individual and collectively defined moral norms, professional standards, and laws regulating society. In order to meet the ethical and social requirements of responsible citizenship, the course demonstrates how the study of computer ethics contributes to greater moral insights concerning the impact and use of computer technology within society. Illustrates how possessing this moral awareness allows one to assume a higher degree of responsibility for their actions and to be held accountable for upholding the ethical and legal requirements of citizenship.

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

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

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Identify and explain different ethical theories as they pertain to issues involving computer technology in order to effectively make moral choices that improve their applications.** **Comprehend and abide by the professional and ethical standards appropriate for information systems professionals.** **Apply an understanding of the moral and legal arguments around intellectual property in order to utilize Internet resources critically and uphold compliance with intellectual property rights.** **Recognize and reflect on how computer technology affects our notions of property, governance, free speech, justice, and privacy in order to better define one's social responsibility.**

***Note:** 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 discipline of philosophy is built on a foundation of historical and contemporary thought that continue to shape and influence the very world we occupy. Philosophy, within the context of computer ethics, allows individuals to comprehend this trajectory of philosophical thought and technological innovation as a basis for them to fully understand the ethical choices they face while contributing to social change.

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"?**	If knowledge yields power then it could be said that the basic aim of philosophy is to attain wisdom for the sake of participating more fully in the world. While science yields an empirical understanding of the world we live in, it fails to resolve the moral pluralism that provides us with a variety of conflicts and tensions that are both localized as well as global. Studying philosophy enriches individuals with an understanding of this moral landscape and allows them to better orient their own moral perspective through greater empathy, insight, and rational analysis. The emerging prominence of computer technology has further complicated these issues and thereby increases the necessity of understanding computer ethics to effectively manage them.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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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	Matt Stockton	mstockto@pcc.edu
SAC Chair	Name	E-mail Address
	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 191	Course Title:	Analysis & Evaluation of Argument
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 191	Course Title:	Analysis & Evaluation of Argument

Course Description:	Identifies and analyzes arguments by discerning simple logical patterns of argument, extracting arguments from the contexts in which they occur, restating them in clear and concise terms and clearing away needless language in formulating arguments. Illustrates common reasoning errors involving fallacies and provides logical alternatives. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	- Distinguish premises from conclusions in arguments in order to critically assess readings from diverse sources. - Recognize the point of view of the author in order to communicate effectively with others who might have a different opinion from one's own. - Write clear, sympathetic paraphrases of arguments from actual discourse in order to clarify assumptions that people make when proposing conclusions. - Analyze passages involving complex arguments, multiple arguments and counter arguments in order to understand the complexities within conversations one has with others. - Write coherent, clear arguments and counter-arguments in order to effectively communicate one's own point of view when engaging in conversations with others.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Addresses how contemporary culture is increasingly defined by its utilization of argumentation to advance political ideologies, endorse moral perspectives, promote commodities, and establish social relationships. Promotes a philosophical and historical understanding of the nature of argumentation in response to questions of truth and reality. Emphasizes a comprehension of these dynamics to empower individuals to be more empathetic, autonomous, and socially engaged as they confront these challenges.
B. Appreciation of 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.	Examines the question of identity as being manifest in the engagement of one's intrinsic qualities with external environments. Addresses how the advancement of human thought has contributed to a rapidly changing set of technological environments that potentially undermine our traditional relationship to natural environments. Illustrates how success amidst these changes is contingent on an individual's ability to transcend these diversifying environments and establish a core sense of identity and place in the world.
D. Ability to reason qualitatively and quantitatively.	Interprets the various claims and opinions expressed via argumentation in different mediums have inundated society with information as often being devoid of context and transparency. Promotes the necessary critical thinking skills to rationally evaluate this information in a manner that is logically sound and fair. Encourages individuals to be more mindful of their own thinking and less susceptible to the often misleading persuasive techniques of others.
E. Ability to conceptually organize experience and discern its meaning.	
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of truth and values to be discovered. Some cultures define rights individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others define politics socially and our commitments to social harmony are praised as virtues. By exploring the diversity within ethics and argumentation, people can appreciate this variety of philosophical frameworks.

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.*	- Distinguish premises from conclusions in arguments in order to critically assess readings from diverse sources. - Recognize the point of view of the author in order to communicate effectively with others who might have a different opinion from one's own. - Write clear, sympathetic paraphrases of arguments from actual discourse in order to clarify assumptions that people make when proposing conclusions. - Analyze passages involving complex arguments, multiple arguments and counter arguments in order to understand the complexities within conversations one has with others. - Write coherent, clear arguments and counter-arguments in order to effectively communicate one's own point of view when engaging in conversations with others.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

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

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

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

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

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

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

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

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

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

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

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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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	Matt Stockton	mstockto@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 195	Course Title:	Critical Thinking: Science & the Occult
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 195	Course Title:	Critical Thinking: Science & the Occult

Course Description:	Introduces scientific method, assessment criteria for scientific observations and explanations and the difference between genuine and bogus science. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	- Distinguish and understand the basic ideas at the heart of science (theory, hypothesis, explanation, cause, correlation) in order to critically assess scientific theories as they are presented in contemporary society. - Recognize the differences between applied and theoretical science in order to evaluate the practical effects of scientific discoveries. - Understand the significance of statistical concepts as they apply to scientific studies in order to evaluate potential statistical biases. - Distinguish physical from social science and genuine from pseudo-science in order to evaluate truth claims made by people in our society. - Be able to design a well controlled scientific experiment in order to test scientific hypotheses.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Addresses how contemporary culture is increasingly defined by its utilization of scientific argumentation to advance political ideologies, endorse moral perspectives, promote commodities, and establish social relationships. Promotes a philosophical

	and historical understanding of the nature of scientific argumentation in response to questions of truth and reality. Emphasizes a comprehension of these dynamics to empower individuals to be more empathetic, autonomous, and socially engaged as they confront these challenges.

B. Appreciation of 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.	Examines the question of identity as being manifest in the engagement of one's intrinsic qualities with external environments. Addresses how the advancement of science has contributed to a rapidly changing set of technological environments that potentially undermine our traditional relationship to natural environments. Illustrates how success amidst these changes is contingent on an individual's ability to transcend these diversifying environments and establish a core sense of identity and place in the world.

D. Ability to reason qualitatively and quantitatively.	Interprets the various claims and opinions expressed via scientific argumentation in different mediums have inundated society with information as often being devoid of context and transparency. Promotes the necessary critical thinking skills to rationally evaluate this information in a manner that is logically sound and fair. Encourages individuals to be more mindful of their own thinking and less susceptible to the often misleading persuasive techniques of others.

E. Ability to conceptually organize experience and discern its meaning.	Human perception is influenced by the cultural contexts within which we are raised. Our ideas of truth, beauty and meaning are shaped by the ideas privileged within the dominant cultural contexts of our community. Studying scientific argumentation reveals the unique conceptual frameworks that have developed in the philosophy and gives people an insight into what each framework considers true, beautiful, and meaningful experience.

F. Aesthetic and artistic values.	

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

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language,

philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	- Distinguish and understand the basic ideas at the heart of science (theory, hypothesis, explanation, cause, correlation) in order to critically assess scientific theories as they are presented in contemporary society. - Recognize the differences between applied and theoretical science in order to evaluate the practical effects of scientific discoveries. - Understand the significance of statistical concepts as they apply to scientific studies in order to evaluate potential statistical biases. - Distinguish physical from social science and genuine from pseudo-science in order to evaluate truth claims made by people in our society. - Be able to design a well controlled scientific experiment in order to test scientific hypotheses.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

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

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

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

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

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

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

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

How does the course enable a student to "assess the strengths and weaknesses of	

scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	

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

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

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

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Matt Stockton	mstockto@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 197	Course Title:	Electronic Media & The Presentation of Reality
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 197	Course Title:	Electronic Media & The Presentation of Reality

Course Description:	Addresses the growing impact of electronic media on our perceptions of truth and reality. Critically deconstructs and analyzes the embedded values, messages, and techniques of electronic media as a basis for empowering students to formulate meaningful responses to it. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	**Recognize audiovisual techniques used by the media as a means for developing critical responses to the various forms of media driven social influence.** **Continually (re)define one's morality within the larger social system of diverse cultures based upon the implicit and explicit moral, economic, and political messages that are embedded in the media.** **Employ an understanding of how one's perceptions of self and reality have been constructed by moral, political, religious, and economic institutions and presented by the media.** **Recognize and reflect on the nature of the social and aesthetic issues associated with electronic media in order to meaningfully interact with electronic media in society.**

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Addresses how contemporary culture is increasingly defined by its utilization of electronic media to advance political ideologies, endorse moral perspectives, promote commodities, and establish social relationships. Promotes a philosophical and historical understanding of the nature of these phenomena in response to questions of truth and reality. Emphasizes a

	comprehension of these dynamics to empower individuals to be more empathetic, autonomous, and socially engaged as they confront these challenges.

B. Appreciation of 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.	Examines the question of identity as being manifest in the engagement of one's intrinsic qualities with external environments. Addresses how the advancement of technology has contributed to a rapidly changing set of technological environments that potentially undermine our traditional relationship to natural environments. Illustrates how success amidst these changes is contingent on an individual's ability to transcend these diversifying environments and establish a core sense of identity and place in the world.

D. Ability to reason qualitatively and quantitatively.	Interprets the various claims and opinions expressed via television and the internet have inundated society with information as often being devoid of context and transparency. Promotes the necessary critical thinking skills to rationally evaluate this information in a manner that is logically sound and fair. Encourages individuals to be more mindful of their own thinking and less susceptible to the often misleading persuasive techniques of others.

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

F. Aesthetic and artistic values.	Examines how electronic media, like other artistic mediums, has embedded values, techniques, and principles that guide its emergence. Explains and demonstrates how actively comprehending these implicit and explicit concepts, individuals are endowed with an ability to place the products of electronic media within the proper context and make mindful choices about how best to respond to them.

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

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Recognize audiovisual techniques used by the media as a means for developing critical responses to the various forms of media driven social influence.** **Continually (re)define one's morality within the larger social system of diverse cultures based upon the implicit and explicit moral, economic, and political messages that are embedded in the media.** **Employ an understanding of how one's perceptions of self and reality have been constructed by moral, political, religious, and economic institutions and presented by the media.** **Recognize and reflect on the nature of the social and aesthetic issues associated with electronic media in order to meaningfully interact with electronic media in society.**
***Note:** 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"?**	Philosophy is built on the acquisition and application of sound critical thinking skills. Critical thinking is illuminated by demonstrating the historical philosophical origins that have contributed to its emergence. In the context of "Electronic Media and the Presentation of Reality", these critical thinking skills are utilized to assist in the formulation of critical and analytical responses to the various messages that are embedded in electronic mediums. This process allows for one to achieve greater autonomy when addressing these messages and also convey messages that are mindfully articulated.

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"?**	Intrinsically, all messages convey innate values and ethical constructs that attempt to persuade a given audience. When presented through electronic media these messages are often much more implicit than they are explicit. This course promotes the skills necessary to contextualize these implicit and explicit messages as a basis for promoting greater self-awareness, ethical thinking, and personal engagement with the various issues affecting one at a local and global level.
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

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

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

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

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

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

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

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

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

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

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

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

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

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

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 201	Course Title:	Being and Knowing
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 201	Course Title:	Being and Knowing

Course Description:	Introduces metaphysics and the theory of knowledge via the works of important figures in the history of philosophy. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Recognize and evaluate the philosophical assumptions embedded in one's own ideas and the ideas that permeate our culture in order to critically assess the truth and validity of arguments from diverse sources. • Identify and reflect on philosophical arguments from the history of philosophy in order to effectively communicate with others that might have divergent points of view. • Recognize and reflect on the interconnectedness and the historical development of philosophical ideas in order to be conscious of the role philosophical ideas play in one's own culture and the cultures of others.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The study of philosophy gives people a broader context with which to view other cultures and their main conceptual frameworks. By studying different philosophies, people are better able to reflect on their own cultural perspectives.

B. Appreciation of history both from a global	Studying philosophy gives people a specific insight into a culture's history of ideas and helps people understand how different perspectival frameworks

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	influence personal and societal worldviews. Philosophy has a rich historical tradition and by studying texts, such as The Second Sex by Simone de Beauvoir, people can then gain insight into the way specific societies define gender roles in that community.

C. Understanding of themselves and their natural and technological environments.	N/A

D. Ability to reason qualitatively and quantitatively.	N/A

E. Ability to conceptually organize experience and discern its meaning.	Human perception is influenced by the cultural contexts within which we are raised. Our ideas of truth, beauty and meaning are shaped by the ideas privileged within the dominant cultural contexts of our community. Philosophy reveals the unique conceptual frameworks that have developed in the history of philosophy and gives people an insight into what each framework considers true, beautiful, and meaningful experience.

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some philosophers define ethics individually and praise the virtuous characteristics of autonomy and authentic choice, which is a typically Western philosophical view. While other philosophers define ethics socially and our commitments to social harmony are praised as virtues. By exploring philosophy, people can appreciate the variety of ethical frameworks.

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.*	• Recognize and evaluate the philosophical assumptions embedded in one's own ideas and the ideas that permeate our culture in order to critically assess the truth and validity of arguments from diverse sources. • Identify and reflect on philosophical arguments from the history of philosophy in order to effectively communicate with others that might have divergent points of view. • Recognize and reflect on the interconnectedness and the historical development of philosophical ideas in order to be conscious of the role philosophical ideas play in one's own culture and the cultures of others.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 202	Course Title:	Ethics
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 202	Course Title:	Ethics

Course Description:	Studies attempts by philosophers to account for the difference between right and wrong, for the notion of moral obligation and to answer the question: How should we lead our lives. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Recognize the philosophical assumptions that are embedded in moral ideas and in philosophical works in order to define one's moral responsibility in contemporary society. • Reflect on and evaluate ethical arguments from diverse sources in order to communicate effectively with others who might have a different opinion from one's own. • Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The study of ethics gives people a broader context with which to view the main ethical frameworks of a culture. People are better able to reflect on their own cultural perspectives when exposed to ethical frameworks and can then apply this understanding to a comparison of different cultural practices and the ethical principles that guide a culture's notions of right and wrong.

B. Appreciation of history both from a global perspective and from a personal perspective,	N/A

including an awareness of the role played by gender and by various cultures.	

C. Understanding of themselves and their natural and technological environments.	The study of ethics helps people understand the human element in decision making regarding nature and finding the balance with our technological society. The natural environment is a dynamic, yet fragile, system and gaining knowledge of how to act in a way that promotes its health gives people an awareness their own place within the natural world.

D. Ability to reason qualitatively and quantitatively.	Ethical decision making is a mixture of reasoning processes and challenges people to weigh qualitative and quantitative outcomes. When analyzing the context of an ethical dilemma, people are challenged to be aware of the different levels of responsibility for their actions. Deciding what is the right action to take in a given scenario affords people the opportunity to refine their reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	N/A

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some cultures define ethics individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others define ethics socially and our commitments to social harmony are praised as virtues. By exploring the diversity within ethics, people can appreciate this variety of ethical frameworks.

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.*	• Recognize the philosophical assumptions that are embedded in moral ideas and in philosophical works in order to define one's moral responsibility in contemporary society. • Reflect on and evaluate ethical arguments from diverse sources in order to communicate effectively with others who might have a different opinion from one's own. • Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case ethics, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 204	Course Title:	Philosophy of Religion
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 204	Course Title:	Philosophy of Religion

Course Description:	Examines the existence and attributes of God, faith, reason and mysticism, religion and science, religion and morality, religious language and life after death from the perspective of the philosopher. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Recognize and reflect on the philosophical concerns that are raised by classical and contemporary philosophical discussions in order to critically assess the truth and validity of arguments found in some of the following issues: proofs of God's existence, the case for atheism, the relation between faith and reason, the relation between science and religion, the relation between morality and religion, the problem of evil, the miraculous, religious experience, God's attributes, the existence of the soul and life after death. • Reflect on and evaluate the philosophical assumptions that are embedded in one's own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view. • Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of the philosophy of religion gives people a broader context with which to view other cultures and their main conceptual frameworks. By studying other cultural philosophies, people are better able to reflect on their own cultural perspectives.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Studying philosophy gives people a specific insight into a culture's history of ideas and helps people understand how different perspectival frameworks influence personal and societal worldviews. The philosophy of religion has a rich historical tradition and by studying texts, such as The Analects by Confucius, people can then gain insight into the way specific societies (such as those in China) define gender roles in that community.

C. Understanding of themselves and their natural and technological environments.	N/A

D. Ability to reason qualitatively and quantitatively.	N/A

E. Ability to conceptually organize experience and discern its meaning.	Human perception is influenced by the cultural contexts within which we are raised. Our ideas of truth, beauty and meaning are shaped by the ideas privileged within the dominant cultural contexts of our community. The philosophy of religion reveals the unique conceptual frameworks that have developed in different religious and gives people an insight into what each framework considers true, beautiful, and meaningful experience.

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some cultures define ethics individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others, such as seen in Asian philosophy, define ethics socially and our commitments to social harmony are praised as virtues. By exploring the philosophy of religion, people can appreciate this variety of ethical frameworks.

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.*	• Recognize and reflect on the philosophical concerns that are raised by classical and contemporary philosophical discussions in order to critically assess the truth and validity of arguments found in some of the following issues: proofs of God's existence, the case for atheism, the relation between faith and reason, the relation between science and religion, the relation between morality and religion, the problem of evil, the miraculous, religious experience, God's attributes, the existence of the soul and life after death. • Reflect on and evaluate the philosophical assumptions that are embedded in one's own ideas about religious issues and those that permeate our culture in order to effectively communicate with others that might have divergent points of view. • Recognize and reflect on the interconnectedness and the historical development of ideas regarding religious issues in order to be conscious of the historical context of religious ideas and their significance in our culture and the culture of others.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case the philosophy of religion, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.

General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 205	Course Title:	Biomedical Ethics
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 205	Course Title:	Biomedical Ethics

Course Description:	Promotes applying ethical concepts to biomedical situations and ethical dilemmas, including those confronted by nurses and other health care workers. Explores topics including patient rights, informed consent, end of life care, genetic engineering, and health care policy. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Identify and explain the moral issues that often arise in a health care setting (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one's responsibility within the medical community. • Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one's own conceptions of moral action in the contemporary medical field. • Apply the concerns raised by major ethical theories to the medical context in order to analyze and resolve moral dilemmas in medicine. • Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems in order to respectfully communicate with others whose opinions might differ from one's own.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

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General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of ethics in general, and medical ethics in particular, gives people a broader context with which to view the main ethical frameworks of a culture. People are better able to reflect on their own cultural perspectives when exposed to ethical frameworks and can then apply this understanding to a comparison of different cultural practices and the ethical principles that guide a culture's notions of right and wrong.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	N/A

C. Understanding of themselves and their natural and technological environments.	The study of medical ethics helps people understand the human element in decision making regarding healthcare. The human body is a dynamic, yet fragile, biological system and gaining knowledge of how to care for others through modern medical practices and technologies gives people an awareness their own place within this human practice.

D. Ability to reason qualitatively and quantitatively.	Ethical decision making is a mixture of reasoning processes and challenges people to weigh qualitative and quantitative outcomes. When analyzing the context of an ethical dilemma, people are challenged to be aware of the different levels of responsibility for their actions. Deciding what is the right action to take in a given scenario affords people the opportunity to refine their reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	N/A

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some cultures define ethics individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others define ethics socially and our commitments to social harmony are praised as virtues. By exploring the diversity within ethics, people can appreciate this variety of ethical frameworks.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Identify and explain the moral issues that often arise in a health care setting (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one's responsibility within the medical community. • Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one's own conceptions of moral action in the contemporary medical field. • Apply the concerns raised by major ethical theories to the medical context in order to analyze and resolve moral dilemmas in medicine. • Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems in order to respectfully communicate with others whose opinions might differ from one's own.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case medical ethics, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 206	Course Title:	Introduction to Environmental Ethics
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 206	Course Title:	Introduction to Environmental Ethics

Course Description:	Investigates the ethical questions that pertain to human choices regarding the environment. Explores questions such as, Do non-human animals have rights? What is the environment and do we have an obligation to protect it? What is the proper ethical balance between economic and environmental concerns regarding natural resources? Does the present generation have an ethical obligation to preserve a healthy environment for future generations? Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Identify and explain moral issues that arise in contemporary discussions and debates about environmental concerns in order to define one's environmental responsibility in contemporary society. • Apply the concerns raised by major ethical theories and environmental philosophers to the analysis and resolution of environmental issues in order to critically assess readings from diverse historical and academic sources. • Apply critical reading and thinking skills to discussions and writings about environmental concerns in order to critically assess one's own conception of environmental citizenship and empower one's ability for self refinement. • Write and present coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing environmental views in order to respectfully communicate with others whose opinions might differ from one's own.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

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General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of ethics in general, and environmental ethics in particular, gives people a broader context with which to view the main ethical frameworks of a culture. People are better able to reflect on their own cultural perspectives when exposed to ethical frameworks and can then apply this understanding to a comparison of different cultural practices and the ethical principles that guide a culture's notions of right and wrong.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	N/A

C. Understanding of themselves and their natural and technological environments.	The study of environmental ethics helps people understand the human element in decision making regarding nature and finding the balance with our technological society. The natural environment is a dynamic, yet fragile, system and gaining knowledge of how to act in a way that promotes its health gives people an awareness their own place within the natural world.

D. Ability to reason qualitatively and quantitatively.	Ethical decision making is a mixture of reasoning processes and challenges people to weigh qualitative and quantitative outcomes. When analyzing the context of an ethical dilemma, people are challenged to be aware of the different levels of responsibility for their actions. Deciding what is the right action to take in a given scenario affords people the opportunity to refine their reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	N/A

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some cultures define ethics individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others define ethics socially and our commitments to social harmony are praised as virtues. By exploring the diversity within ethics, people can appreciate this variety of ethical frameworks.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Identify and explain moral issues that arise in contemporary discussions and debates about environmental concerns in order to define one's environmental responsibility in contemporary society. • Apply the concerns raised by major ethical theories and environmental philosophers to the analysis and resolution of environmental issues in order to critically assess readings from diverse historical and academic sources. • Apply critical reading and thinking skills to discussions and writings about environmental concerns in order to critically assess one's own conception of environmental citizenship and empower one's ability for self refinement. • Write and present coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing environmental views in order to respectfully communicate with others whose opinions might differ from one's own.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case environmental ethics, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 207	Course Title:	Ethics and Aging
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 207	Course Title:	Ethics and Aging

Course Description:	Investigates central ethical issues pertaining to the care of elderly patients. Explores various ethical principles and frameworks and then applies these to various ethical issues and dilemmas that arise in caring for the elderly. Examines how to identify ethical issues in caring for the elderly and helps develop more proficiency in ethical decision making. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Identify and explain the moral issues that often arise in caring for the elderly (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one's responsibility within the elder care community. • Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one's own conceptions of moral action in caring for the elderly. • Apply the concerns raised by major ethical theories to the elder care context in order to analyze and resolve moral dilemmas when caring for the elderly. • Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems when caring for the elderly in order to respectfully communicate with others whose opinions might differ from one's own.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of ethics in general, and ethics and aging in particular, gives people a broader context with which to view the main ethical frameworks of a culture. People are better able to reflect on their own cultural perspectives when exposed to ethical frameworks and can then apply this understanding to a comparison of different cultural practices and the ethical principles that guide a culture's notions of right and wrong.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	N/A

C. Understanding of themselves and their natural and technological environments.	The study of ethics and aging helps people understand the human element in decision making regarding healthcare. The human body is a dynamic, yet fragile, biological system and gaining knowledge of how to care for others through modern medical practices and technologies gives people an awareness their own place within this human practice.

D. Ability to reason qualitatively and quantitatively.	Ethical decision making is a mixture of reasoning processes and challenges people to weigh qualitative and quantitative outcomes. When analyzing the context of an ethical dilemma, people are challenged to be aware of the different levels of responsibility for their actions. Deciding what is the right action to take in a given scenario affords people the opportunity to refine their reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	N/A

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some cultures define ethics individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others define ethics socially and our commitments to social harmony are praised as virtues. By exploring the diversity within ethics, people can appreciate this variety of ethical frameworks.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Identify and explain the moral issues that often arise in caring for the elderly (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing) in order to define one's responsibility within the elder care community. • Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one's own conceptions of moral action in caring for the elderly. • Apply the concerns raised by major ethical theories to the elder care context in order to analyze and resolve moral dilemmas when caring for the elderly. • Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems when caring for the elderly in order to respectfully communicate with others whose opinions might differ from one's own.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case ethics and aging, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	John Farnum	Jfarnum@pcc.edu
SAC Chair	Name	E-mail Address
	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 208	Course Title:	Political Philosophy
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 208	Course Title:	Political Philosophy

Course Description:	Introduces and analyzes political theories/concepts through the philosophical study of major works in the history of political philosophy from Plato to the present. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Recognize and reflect on philosophical assumptions about political issues that are embedded in one's own ideas about politics in order to evaluate political ideas that permeate our culture. • Identify and explain the contributions of major figures in political philosophy to contemporary political discussions and to contemporary political institutions in order to define one's responsibility within a political community. • Recognize and reflect on the historical interconnectedness of political philosophers' ideas in order to respectfully communicate with others whose political opinions might differ from one's own. • Critically read and think about contemporary and classic political debates in order to analyze political arguments and discussions.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of political theories gives people a broader context with which to view the main ethical frameworks of a culture. People are better able to reflect on their own cultural perspectives when exposed to political frameworks and can then apply this understanding to a comparison of different cultural practices and the political principles that guide a culture's notions of legitimacy in the politics.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Studying philosophy gives people a specific insight into a culture's history of ideas and helps people understand how different perspectival frameworks influence personal and societal worldviews. Political philosophy has a rich historical tradition and by studying texts, such as The Analects by Confucius, people can then gain insight into the way specific societies (such as those in China) define gender roles in that community.

C. Understanding of themselves and their natural and technological environments.	N/A

D. Ability to reason qualitatively and quantitatively.	Political decision making is a mixture of reasoning processes and challenges people to weigh qualitative and quantitative outcomes. When analyzing the context of a political dilemma, people are challenged to be aware of the different levels of responsibility for their actions. Deciding what is the right action to take in a given scenario affords people the opportunity to refine their reasoning skills.

E. Ability to conceptually organize experience and discern its meaning.	N/A

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of politics to be discovered. Some cultures define political rights individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others define politics socially and our commitments to social harmony are praised as virtues. By exploring the diversity within politics, people can appreciate this variety of political frameworks.

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.*	• Recognize and reflect on philosophical assumptions about political issues that are embedded in one's own ideas about politics in order to evaluate political ideas that permeate our culture. • Identify and explain the contributions of major figures in political philosophy to contemporary political discussions and to contemporary political institutions in order to define one's responsibility within a political community. • Recognize and reflect on the historical interconnectedness of political philosophers' ideas in order to respectfully communicate with others whose political opinions might differ from one's own. • Critically read and think about contemporary and classic political debates in order to analyze political arguments and discussions.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case environmental ethics, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

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Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Matt Stockton	mstockto@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 209	Course Title:	Business Ethics
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 209	Course Title:	Business Ethics

Course Description:	Reviews some historical and contemporary ethical theories and ethical issues that arise in several aspects of business, such as, management, use of computers, marketing, accounting, and doing business in an international setting. Includes the social responsibilities of corporations, the rights of workers, truth in advertising, the environmental impact of doing business, affirmative action in hiring, sexual harassment in the workplace, respect for cultural differences, and the responsibilities of the individual in the corporate setting. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Course Outcomes:	**Understand core ethical theories in order to develop morally sound responses toward the challenges of business.** **Recognize and confront the ethical issues that arise in business in order to address them in ways that best satisfy the triple bottom line consisting of people, planet, and profit.** **Comprehend and abide by the professional and ethical standards appropriate for business professionals.** **Analyze and evaluate ethical arguments in order to enhance communication and reflection within social conversations pertaining to business related issues.**

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Explains history as increasingly dictated by economic forces that have pushed us into a state of globalization where the differences between cultures and their social norms are becoming more apparent. Promotes an understanding of the historical background of these cultures to allow for improved insight about the conflicts and issues that arise in the present. Emphasizes how being more mindful of how these changes affect the distribution of power at both a local and global scale, individuals are better able to make choices that strive for establishing a greater sense of social justice.

C. Understanding of themselves and their natural and technological environments.	Analyzes business as being traditionally driven by technological innovation that utilizes natural resources. Promotes an understanding of how these innovations affect us, our world, and our place in it so that there is greater clarity regarding the full spectrum of consequences. Strives to embolden individuals with the moral insight to comprehend these developments and to make decisions that are more effective at addressing these challenges.

D. Ability to reason qualitatively and quantitatively.	Explains how being successful in business at any level requires the ability to efficiently process available data and rationally develop sound conclusions that are successful at achieving desired outcomes. Demonstrates how quantitative reasoning involving economic data requires an ability to understand the qualitative factors that largely dictate whether or not the best actions are taken. Emphasizes the acquisition of critical thinking skills necessary to reason properly in business related situations.

E. Ability to conceptually organize experience and discern its meaning.	

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Promotes a theoretical, historical, and contemporary understanding of how we individually and collectively define moral norms and establish laws to govern society. Contributes to greater moral insights concerning the impact of business related operations within a global economy, in order to meet the ethical and social requirements of responsible citizenship. Encourages moral awareness in order to assume a higher degree of responsibility for personal actions and to be held accountable for upholding the ethical and legal requirements of citizenship.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music,

language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Understand core ethical theories in order to develop morally sound responses toward the challenges of business.** **Recognize and confront the ethical issues that arise in business in order to address them in ways that best satisfy the triple bottom line consisting of people, planet, and profit.** **Comprehend and abide by the professional and ethical standards appropriate for business professionals.** **Analyze and evaluate ethical arguments in order to enhance communication and reflection within social conversations pertaining to business related issues.**
***Note:** 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 discipline of philosophy is built on a foundation of historical and contemporary thought that continue to shape and influence the very world we occupy. Business ethics allows individuals to comprehend this trajectory of philosophical thought within the field of business and provides them with a basis for them to fully understand and address the ethical choices they face while contributing to social change.

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"?**	Personal and social change is primarily directed by a variety of values and ethics that are often passively accepted by those acclimated to the customs that uphold them. The study of philosophy and business ethics attempts to awaken a greater sense of responsibility through critical reflection and personal ethical articulation. By establishing a broad understanding of the diverse moral landscape that affects business operations students are better able to orient their own moral perspective through greater empathy, insight, and rational analysis. The shift toward a global economy has further complicated these issues and thereby increases the necessity of understanding business ethics to effectively manage them.
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science
Outcomes:
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
Criteria:
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "use appropriate mathematics to solve problems"?**	

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 211	Course Title:	Existentialism
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 211	Course Title:	Existentialism

Course Description:	Investigates existential philosophy from the 19th Century to the present. Introduces the different branches of existentialist thought and the influence existentialism had on philosophy, literature, and culture in the 19th and 20th Centuries. Examines philosophers including, but not limited to, some of the following: Kierkegaard, Nietzsche, Heidegger, Camus and Sartre. Prerequisite: Placement into WR 121 and placement into RD 90.

Course Outcomes:	• Recognize and reflect on Existential philosophers' contributions to contemporary intellectual history in order to effectively communicate with others concerning one's life goals and meaning. • Recognize and reflect on one's own place in existence and society using the frameworks developed by important Existentialist philosophers in order to define one's responsibilities within a community. • Critically read and think about modern existential ideas in order to analyze existential arguments and discussions.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	The study of existential philosophy gives people a broader context with which to view other cultures and their main conceptual frameworks. By studying existential philosophies, people are better able to reflect on their own cultural perspectives.

B. Appreciation of history both from a global perspective and from a	Studying philosophy gives people a specific insight into a culture's history of ideas and helps people understand how different perspectival frameworks influence personal and societal worldviews. Existential philosophy has a rich

personal perspective, including an awareness of the role played by gender and by various cultures.	historical tradition and by studying texts, such as The Second Sex by Simone de Beauvoir, people can then gain insight into the way specific societies define gender roles in that community.

C. Understanding of themselves and their natural and technological environments.	N/A

D. Ability to reason qualitatively and quantitatively.	N/A

E. Ability to conceptually organize experience and discern its meaning.	Human perception is influenced by the cultural contexts within which we are raised. Our ideas of truth, beauty and meaning are shaped by the ideas privileged within the dominant cultural contexts of our community. Existential philosophy reveals the unique conceptual frameworks that have developed in the history of philosophy and gives people an insight into what each framework considers true, beautiful, and meaningful experience.

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some existential philosophers define ethics individually and praise the virtuous characteristics of autonomy and authentic choice, which is a typically Western philosophical view. While other existentialists define ethics socially and our commitments to social harmony are praised as virtues. By exploring existential philosophy, people can appreciate the variety of ethical frameworks.

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.*	• Recognize and reflect on Existential philosophers' contributions to contemporary intellectual history in order to effectively communicate with others concerning one's life goals and meaning. • Recognize and reflect on one's own place in existence and society using the frameworks developed by important Existentialist philosophers in order to define one's responsibilities within a community. • Critically read and think about modern existential ideas in order to analyze existential arguments and discussions.
***Note:** 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"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case existential philosophy, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

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"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Matt Stockton	mstockto@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 221	Course Title:	Symbolic Logic
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 221	Course Title:	Symbolic Logic

Course Description:	Utilizes the constructs and techniques of symbolic logic to illustrate the basis for assessing validity in arguments. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement scores.

Course Outcomes:	**Recognize and use formal methods (e.g. Propositional Calculus and Predicate Calculus) in order to analyze the presence of logical reasoning in social arguments.** **Utilize formal methods for assessing the consistency of statements as a basis for determining the logical validity of arguments.** **Reflect on and discuss the scope and limits of a logical analysis in order to understand how such concepts apply to the utilization of language, metaphysics, and ethics in social discourse.** **Use formal methods of logic to construct sound arguments in order to effectively communicate strong arguments to others.**

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	

B. Appreciation of history both from a global perspective and from a	

personal perspective, including an awareness of the role played by gender and by various cultures.	

C. Understanding of themselves and their natural and technological environments.	Makes connections between symbolic logic and the operations of digital programs that are a product of binary code. Demonstrates the presence and function of logic in our daily operations and cognitions as a means for strengthening commitment to its utility when participating in natural and technological environments.

D. Ability to reason qualitatively and quantitatively.	Explicitly addresses the distinctions between qualitative and quantitative reasoning through an emphasis on the general principles and operations of symbolic logic in both propositional and categorical forms. Differences that distinguish valid arguments from invalid arguments are illustrated as are those that identify sound arguments.

E. Ability to conceptually organize experience and discern its meaning.	Analyzes how experiences are organized through an application of language to logic in the formulation of arguments. Deductive reasoning is explained from inductive reasoning thereby demonstrating how and why we often arrive at different conclusions.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Demonstrates how logic exists as the foundation of our notions about fairness, truth, and moral integrity. Because logic has universal relevance, it acts as a rare means for unifying our efforts to establish social contracts that facilitate equitable collaboration. Encourages students to accept personal responsibility through their ability to act logically and rationally.

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	**Utilize formal methods for assessing the consistency of statements as a basis for**

clearly reflect the above outcomes and criteria.*	**determining the logical validity of arguments.** **Reflect on and discuss the scope and limits of a logical analysis in order to understand how such concepts apply to the utilization of language, metaphysics, and ethics in social discourse.** **Use formal methods of logic to construct sound arguments in order to effectively communicate strong arguments to others.**
***Note:** 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 instruction of symbolic logic compliments the creative process that gives rise to social and moral development. In its absence, the critical analysis of art and the humanities becomes an inept and futile process that lacks context and structure. Understanding the nature of logic and rationally supported argumentation builds autonomy in comprehension and response formulation.

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"?**	Comprehension of symbolic logic provides the skills necessary to discern strong arguments from unsubstantiated arguments while simultaneously recognizing opportunities for constructive responses that are sensitive to the various values and interests involved. The attainment of these skills leads toward more social involvement and collaboration when addressing the challenges that confront society.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science
Outcomes:
As a result of taking General Education Science or Computer Science courses, a student should be able to: • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
Criteria:
A General Education course in either Science or Computer Science should: 1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life. In addition: 4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "use appropriate mathematics to solve problems"?**	

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Matt Stockton	mstockto@pcc.edu
SAC Chair	Matt Stockton	mstockto@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 222	Course Title:	Philosophy of Art and Beauty
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 222	Course Title:	Philosophy of Art & Beauty

Course Description:	Explores individual and cultural assumptions about the nature of art and aesthetic expression. Applies a philosophical approach to the study of art forms from many world cultures. In seminar/workshop format, the class involves the study of a variety of media and genres, with possible field trips to museums, galleries gardens, and performing arts events. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Course Outcomes:	**Read and critically assess writings on the philosophy of art in order to understand the historical and contemporary interpretations of art.** **Recognize and reflect on the issues that pertain to aesthetics in order to identify and comprehend the presence of art and beauty within a given society.** **Effectively communicate aesthetic insights on how art impacts a given culture in order to stimulate a sense of social and environmental responsibility.** **Recognize and reflect on cultural perspectives in aesthetics in order to overcome ethnocentrism and comprehend cultural differences.**

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

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General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Explores the core assumptions and questions that exist behind the contemporary and historical constructions of art and social notions of beauty. Interprets current moral and aesthetic standards through the contextualization of historical trends and influences associated with philosophical thought. Analyzes art as a basis for culture and interpreting the implicit ideologies that act as grounds for cultural differentiation and

	integration.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Analyzes how social norms and values are represented and projected through artistic expression. Illustrates how gender roles and other social constructs have been manufactured, promoted, and challenged by artistic means. Promotes a rich historical context derived from various global cultures to assist in the formulation of ontological and moral conclusions.

C. Understanding of themselves and their natural and technological environments.	

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Emphasizes the philosophical study of art as a means for better orienting one's self in the context of world history and artistic expression. Connects student experience to the types of experiences represented through artistic expression. Promotes the idea of using art as a vehicle for the personal expression of ideas to stimulate personal and social change.

F. Aesthetic and artistic values.	Analyzes the intricate relationships between human experience and artistic expression. Facilitates an understanding of various aesthetic techniques and their connections to the values and ethics that are manifest in human relations.

G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation;

- Compare/contrast attitudes and values of specific historical periods or world cultures; and
- Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Read and critically assess writings on the philosophy of art in order to understand the historical and contemporary interpretations of art.** **Recognize and reflect on the issues that pertain to aesthetics in order to identify and comprehend the presence of art and beauty within a given society.** **Effectively communicate aesthetic insights on how art impacts a given culture in order to stimulate a sense of social and environmental responsibility.** **Recognize and reflect on cultural perspectives in aesthetics in order to overcome ethnocentrism and comprehend cultural differences.**
***Note:** 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 study of aesthetics develops an ability to properly contextualize our notions of art as being a product of diverse ideas emergent from the various social and personal experiences that comprise our historical understandings. Aesthetics is directly relevant to the analysis of literature, music, religion, and the arts in general. By more fully understanding the significance of aesthetic influence in past and present cultures, autonomy is broadened as a means for enriching the creative process that one participates in when shaping future events.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	The examining of art and beauty requires exposure to a cross-cultural analysis of how these concepts have been represented in different times and places. Developing a broad understanding of how human experiences represented through art have defined and influenced perspectives on social issues allows for a more informed basis to develop personal judgments that reflect a higher degree of personal engagement.
***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

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Medical Professions		Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Prefix and Course Number:	MP 140		Credits:	3
Course Title: (60 characters max)	Introduction to Health Law and Ethics		Transcript Title (30 characters max)	Intro to Health Law and Ethics
Can this course be repeated?	X Yes ☐ No	How many times? 1	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A	

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Introduces the legal, ethical and bioethical issues relevant to allied health. Emphasizes confidential communication, advanced directives, consents, professional liability, medical malpractice, release of information, bioethical case studies and the professional code of ethics. Includes the concepts of professional credentialing and responsibility, liability, and moral issues.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)

(double click on check box to activate dialog box)			
☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Apply applicable federal, state, and local laws and regulations to the health care environment. 2. Apply Centers for Medicare and Medicaid rules and regulations to the health care environment. 3. Release patient-specific data to authorized users and request patient-specific information from other sources. 4. Apply legal requirements of acceptable methods for complete and timely documentation and authentication of entries to the medical record. 5. Maintain ethical tenets of a healthcare professional and act in an ethical manner. 6. Maintain an awareness and understanding of federal and state health care legislation and regulations. 7. Use an understanding of the legal ramifications of bioethical issues within the health care environment.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students: 1. Answering theoretical and application questions on information covered in the lecture, graded assignments and reading assignments. 2. Determining how to handle case studies on patient confidentiality and release of patient information. 3. Locating and reporting on current legal issues in the delivery of healthcare.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	X Yes ☐ No

Name of certificate(s):	Medical Assisting	# credit: 3
Name of degree(s):	Ophthalmic Medical Technology	# credit: 3
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X No
Name of new certificate(s):	N/A	# credit:
Name of new degree(s):	N/A	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement for both programs.	

Is this course used to supply related instruction for a certificate?	☐ Yes X No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid X 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	
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of	N/A

acknowledgments and/or agreements that have been reached	
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
Joanne Harris	jmharris@pcc.edu	10/11/11
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	10/11/11

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 103	Proposed prefix and number	
Current course title	Introduction to Windows	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Introduction to Windows Hands-on introduction to the Microsoft Windows operating system on Personal Computers. Includes file management, basic word processing, using the mouse with Windows,	Introduces the Microsoft Windows operating system on Personal Computers. Includes file management, basic word processing, using the mouse with Windows, other Accessories, and some basic features of the Control Panel and System Tools. Recommended:

other Accessories, and some basic features of the Control Panel and System Tools. Recommend: Placement into RD 115 or WR 115.	Placement into RD 115 and WR 115.
Reason for change	Students require this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will apply basic concepts of the Windows environment and acquire skill in using a mouse, menus, and other basic parts of the program.	Upon successful completion of this course, student will be able to: 1. Use file management skills to organize and maintain files on a computer. 2. Use a Windows-based operating system to perform basic computer tasks.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 104	Proposed prefix and number	
Current course title	Basic Internet Skills	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Basic Internet Skills Hands-on course with emphasis on terminology, web browsers, search techniques, and communication tools. May include independent web-based learning.	Introduces web terminology, web browsers, search techniques, and communication tools.

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Find information on the web using a search engine. Communicate effectively using the Internet	Upon successful completion of this course, student will be able to: 1. Communicate in a business or personal setting using internet vocabulary. 2. Use a search engine to find information on the web.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 106	Proposed prefix and number	
Current course title	Introduction to X/HTML	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Introduction to X/HTML Beginning hands-on course for creating simple web pages with X/HTML. Basic concepts of X/HTML tags and file transfer protocol (FTP) will be emphasized using a text editor and an FTP	Introduces basic concepts of creating simple web pages with X/HTML. Develops knowledge of working with X/HTML tags using a text editor, and file transfer protocol (FTP) using an FTP application. Recommended: Placement into RD 115 and WR 115;

application. Recommended: CAS 103 or equivalent file management experience, placement into RD 115 or WR 115. Note: Students pursuing a web certificate or degree should take CAS 206 or CAS 111D instead.	CAS 103 or CAS 133 or equivalent file management experience. Note: Students pursuing a web certificate or degree should take CAS 206 or CAS 111D instead.
Reason for change	Added new course recommendations to reflect basic skills that are necessary to complete course successfully. Students require this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Utilize basic X/HTML tags 2. Create a multi-page web site using a text editor that includes text formatting, links, images, and tables 3. Publish (upload) a web site to a server	Upon successful completion of this course, student will be able to: 1. Use knowledge of X/HTML code and an HTML editor to create a simple personal and/or business website following current professional and/or industry standards. 2. Use a stand-alone FTP program to upload files to a web server.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 109	Proposed prefix and number	
Current course title	Beginning PowerPoint	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Beginning PowerPoint Hands-on introduction to the Microsoft PowerPoint program. Includes creating multimedia slideshows for presentations to be delivered on a projection system, personal computer,	Introduces the basic features of Microsoft PowerPoint, producing multimedia slideshows for presentations to be delivered on a projection system, personal computer, or automated to run independently on a kiosk. Explores informational, educational, business, and personal presentations. Includes animations, transitions, and designs.

or automated to run independently on a kiosk. Different types of presentations are covered including informational, educational, business, personal and entertainment. Topics include animations, transitions, and designs. Recommended: Placement into RD 115 or WR 115.	Recommended: Placement into RD 115 and WR 115.
Reason for change	Students require this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be able to use PowerPoint to design and create an effective presentation.	Upon successful completion of this course, student will be able to: 1. Use Microsoft PowerPoint to create personal and/or business on-screen presentations following current professional and/or industry standards. 2. Use critical thinking skills to independently design and create on-screen presentations.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 110	Proposed prefix and number	
Current course title	Introduction to Web Graphics using Fireworks	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Basic introduction to the features of Adobe Fireworks. Introduces basic drawing and photo manipulation tools and how to create graphics for web sites. Recommended: CAS 111D or equivalent. Note: Students	Introduces the basic features of Adobe Fireworks. Includes basic drawing and photo manipulation tools and how to create graphics for websites. Recommended: CAS 111D or CAS 111E or CAS 206 or equivalent; placement into RD 115 and WR 115.

pursuing a web certificate or degree should take CAS 208.	Note: Students pursuing a web certificate or degree should take CAS 208.
Reason for change	Added new course recommendations to reflect basic skills that are necessary to complete course successfully. Students are recommended to have this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Modify and insert graphics into web pages	Upon successful completion of this course, student will be able to: 1. Use Adobe Fireworks to create web graphics following current professional and/or industry standards.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

reviewing the inventory of related instruction templates.	☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	5/12/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☒ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 111D	Proposed prefix and number	
Current course title	Beginning Web Site Creation: Dreamweaver	Proposed title (60 characters max)	Beginning Website Creation: Dreamweaver
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change	**Correction in verbiage. Web Site should be Website.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Introduces basic elements of web site creation using Dreamweaver. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, tables, layers, styles sheets (CSS),	Introduces basic elements of website creation using Adobe Dreamweaver. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, tables, layout, stylesheets (CSS), rollovers, optimizing graphics, and accessibility.

rollovers, optimizing graphics, and accessibility. Recommended: CAS 133 or equivalent file management and word processing experience, placement into RD 115 or WR 115.	Recommended: CAS 133 or equivalent file management and word processing experience; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Create a multi-page web site using the basic features of Dreamweaver 2. Publish (upload) a web site to a server using Dreamweaver and a stand-alone FTP program 3. Utilize basic X/HTML tags	Upon successful completion of this course, student will be able to: 1. Use Adobe Dreamweaver to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create a basic, multi-page website. 3. Use Adobe Dreamweaver and a stand-alone FTP program to upload files to a web server. 4. Be prepared to pursue future courses in website development and design.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☒ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☒ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 111E	Proposed prefix and number	
Current course title	Beginning Web Site Creation: Expression Web	Proposed title (60 characters max)	Beginning Website Creation: Expression Web
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change	**Correction in verbiage. Web Site should be Website.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Introduces basic elements of web site creation using Microsoft Expression Web. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, tables, layout, style sheets	Introduces basic elements of website creation using Microsoft Expression Web. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, tables, layout, stylesheets (CSS), rollovers, optimizing graphics, and accessibility.

(CSS), rollovers, optimizing graphics, and accessibility. Recommended: CAS 133 or equivalent file management and word process experience, placement into RD 115 or WR 115.	Recommended: CAS 133 or equivalent file management and word processing experience; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Create a multi-page web site using the basic features of Expression Web 2. Publish (upload) a web site to a server using Expression Web and a stand-alone FTP program 3. Utilize basic X/HTML tags	Upon successful completion of this course, student will be able to: 1. Use Microsoft Expression Web to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create a basic, multi-page website. 3. Use Microsoft Expression Web and a stand-alone FTP program to upload files to a web server.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 122	Proposed prefix and number	
Current course title	Keyboarding for Speed/Accuracy	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Develops confidence, endurance, and control for accurate keyboarding while increasing keyboarding speed. Develops ability to proofread documents accurately and efficiently. Keying by touch is essential. Recommended: Placement into RD 115 or WR 115. Additional	Develops confidence, endurance, and control for accurate keyboarding while increasing keyboarding speed. Develops ability to proofread documents accurately and efficiently. Keying by touch is essential. Recommended: Placement into RD 90 and WR 90 or above.

lab hours may be required,consult instructor.	
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
A. Increase keyboarding speed B. Improve keyboarding accuracy C. Learn and apply proofreading techniques D. Learn to compose at the keyboard	Upon successful completion of this course, student will be able to: 1. Keyboard by touch with increased accuracy and speed following current professional and/or industry standards. 2. Use critical thinking skills to apply proofreading techniques to business documents.
Reason for change	Ooutcomes needed to be updated to current PCC outcome language.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CAS 216	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

reviewing the inventory of related instruction templates.	☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 123	Proposed prefix and number	
Current course title	Production Keyboarding	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Rapid keyboarding and accurate proofreading of business letters, memos, reports, and tables. Increased speed and accuracy of keyboarding skills. Recommended: Placement into RD 115 or WR 115; CAS 216; OS 120, keying 45 wpm	Develops rapid keyboarding and accurate proofreading of business letters, memos, reports, and tables. Improve and increase speed and accuracy of keyboarding skills. Recommended: Placement into RD 115 and WR 115 or higher, OS 220, and keying 45 wpm by touch. Prerequisite: CAS 216 or instructor permission.

by touch; or instructor permission. Prerequisite: CAS 216. Additional lab hours may be required, consult instructor.	
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Produce commonly used business documents quickly and accurately Increase keyboarding speed & accuracy	Upon successful completion of this course, student will be able to: 1. Recognize when to use each of the Microsoft Office programs to create professional business documents. 2. Use Microsoft Office programs to create personal and/or business documents following current professional and/or industry standards. 3. Pursue future courses specializing in one or more of the programs. 4. Apply skills and concepts for basic use of computer hardware, software, networks, and the Internet in the workplace and in future coursework as identified by the internationally accepted Internet and Computing Core (IC3) standards.
Reason for change	Outcomes needed to be updated to current PCC outcome language.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 133	Proposed prefix and number	
Current course title	Basic Computer Skills/Microsoft Office	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Basic Computer Skills/Microsoft Office Hands-on computer literacy course for beginners. Includes mouse and windows basics and file management. Use MS Word, Excel, Access, PowerPoint, email, and	Introduces the basic features of Microsoft Office, Windows basics, and file management. Develops familiarity with Word, Excel, Access, PowerPoint, email, and Internet basics. Provides an overview of the MyPCC Portal website. Covers components of the Internet and Computing Core (IC3) program content. Recommended: RD 115 and WR

Internet basics. An overview of the MyPCC Portal website is also included. Course covers the Internet and Computing Core (IC3) program content. Recommended: RD 115 or WR 115. Keyboarding by touch recommended. Additional Lab hours required.	115. Keyboarding by touch recommended.
Reason for change	Students require this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Use application software, operation software, the Internet, and e-mail to acquire and improve skills for personal and professional growth. 2. Apply skills and concepts for basic use of computer hardware, software, networks, and the Internet in the workplace and in future coursework as identified by the internationally accepted Internet and Computing Core (IC3) standards.	Upon successful completion of this course, student will be able to: 1. Recognize when to use each of the Microsoft Office programs to create professional business documents. 2. Use Microsoft Office programs to create personal and/or business documents following current professional and/or industry standards. 3. Pursue future courses specializing in one or more of the programs. 4. Apply skills and concepts for basic use of computer hardware, software, networks, and the Internet in the workplace and in future coursework as identified by the internationally accepted Internet and Computing Core (IC3) standards.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 137	Proposed prefix and number	
Current course title	Basic Web Design Skills/Adobe	Proposed title (60 characters max)	
# Credits		Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces the basic features of Adobe Creative Suite, producing a simple, multi-page website using Dreamweaver, Photoshop, Flash, Fireworks, Bridge, and Acrobat. Develops familiarity with the web design process. Includes basic web	Introduces the basic features of Adobe Creative Suite, producing a simple, multi-page website using Dreamweaver, Photoshop, Flash, Fireworks, Bridge, and Acrobat. Develops familiarity with the web design process. Includes basic web terminology, uploading pages to a server (FTP), and optimizing graphics.

terminology, uploading pages to a server (FTP), and optimizing graphics. Recommended: CAS 133 or equivalent file management and word processing experience, placement into RD 115 or WR 115. Audit available.	Recommended: CAS 133 or equivalent file management and word processing experience; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon successful completion of this course, student will be able to: 1. Recognize when to use each of the Adobe Creative Suite programs to create optimized web graphics and web pages 2. Integrate the programs to create a simple web site 3. Work collaboratively in an online environment through the sharing of electronic documents 4. Pursue future courses specializing in one or more of the programs	Upon successful completion of this course, student will be able to: 1. Recognize when to use each of the Adobe Creative Suite programs to create optimized web graphics and web pages 2. Integrate the programs to create a simple website 3. Work collaboratively in an online environment through the sharing of electronic documents 4. Pursue future courses specializing in one or more of the programs
Reason for change	Change in the word website.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 140	Proposed prefix and number	
Current course title	Beginning Access	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Hands-on microcomputer course covering beginning database management concepts including tables, forms, reports, queries and basic macros. Stresses a working knowledge of database management	Introduces the basics features of Microsoft Access. Covers beginning database management concepts including tables, forms, reports, queries, and basic macros. Stresses a working knowledge of database management vocabulary. Emphasizes efficient use of

vocabulary. Emphasizes efficient use of Access toolbars and menus. Database design issues are discussed but not emphasized. Recommended: Placement into RD 115 or WR 115.	Access toolbars and menus. Discusses database design issues. Recommended: Placement into RD 115 and WR 115.
Reason for change	Students require this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
A. Develop the basic database objects for efficient management and organization of information. B. Use critical thinking skills to design and create database objects. C. Use the specialized vocabulary associated with database management.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Access to create personal and/or business databases following current professional and/or industry standards. 2. Use critical thinking skills to design and create database objects. 3. Communicate in a business setting using database management vocabulary.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 150	Proposed prefix and number	
Current course title	Intro to Speech Recognition	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Use Speech Recognition software to input information into the computer. Students will train the software to his/her voice and learn voice commands to edit, format, and produce documents. Computer literacy required. Recommended: CAS 133 and	Covers the use of Speech Recognition software to input information into the computer. Includes training the software to a human voice and voice commands to edit, format, and produce documents. Computer literacy required.

placement into RD 80.	Recommended: CAS 133 and placement into RD 80.
Reason for change	Clarified Recommended skill level 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), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None listed	Upon successful completion of this course, student will be able to: 1. Use speech recognition software to input information into the computer.
Reason for change	None listed

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

reviewing the inventory of related instruction templates.	☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 151	Proposed prefix and number	
Current course title	Microsoft Outlook	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Microsoft Outlook Introductory course in Microsoft Outlook, a tool for sending and receiving e-mail, organizing schedules and events, and maintaining Contacts lists, to-do lists, and tasks. Emphasizes the Outlook	Introduces the basic features of Microsoft Outlook to send and receive e-mail, organize schedules and events, and maintain Contacts lists, to-do lists, and tasks. Emphasizes the Outlook skills necessary in business environments. Recommended: Placement

skills necessary in business environments. Recommended: Placement into RD 115 or WR 115.	into RD 115 and WR 115.
Reason for change	Students require this level of placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Use Microsoft Outlook for e-mail and contact management • Use Microsoft Outlook for calendaring and scheduling • Use Microsoft Outlook to manage information	Upon successful completion of this course, student will be able to: 1. Use Microsoft Outlook to electronically communicate in a personal and/or business environment following current professional and/or industry standards.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 170	Proposed prefix and number	
Current course title	Beginning Excel	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
An in-depth, hands-on course that presents beginning spreadsheet concepts. Use Excel efficiently to design and create accurate professional worksheets for use in business and industry. Includes entering data;	Introduces the basic features of Microsoft Excel and spreadsheet concepts to design and create accurate professional worksheets for use in business and industry, and academic environments. Includes entering data; creating formulas; professional formatting; creating charts; creating, sorting, and filtering lists; creating and using

creating formulas; professional formatting; creating charts; creating, sorting, and filtering lists; creating and using templates; and working with functions. Focus on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Recommended: Placement into RD 115 or WR 115 Additional lab hours may be required.	templates; and working with functions. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Recommended: Placement into RD 115 and WR 115 and MTH 20.
Reason for change	Students are recommended to have this level of placement for Reading, Writing and Math to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Develop accurate, readable worksheets for a variety of business applications. • Use critical thinking skills to design and create worksheets. • Use the specialized vocabulary associated with spreadsheets.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Excel to create personal and/or business spreadsheets following current professional and/or industry standards. 2. Use critical thinking skills to design and create spreadsheets. 3. Communicate in a business setting using spreadsheet vocabulary. 4. Be prepared for intermediate level Excel course.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 170A	Proposed prefix and number	
Current course title	Beginning Excel	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Hands-on opportunity covering basic concepts of using a spreadsheet program on a microcomputer. Includes moving around the spreadsheet, entering data, formatting, and printing. Stresses a working	Introduces the basic features of Microsoft Excel. Includes moving around the spreadsheet, entering data, formatting, and printing. Stresses a working knowledge of spreadsheet vocabulary. Recommended: Placement into RD 115 and WR 115.

knowledge of spreadsheet vocabulary. Recommended: Placement into RD 115 or WR 115. Additional lab hours may be required, consult instructor.	
Reason for change	Students require this level of placement to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Develop accurate, readable worksheets for a variety of business applications. • Use critical thinking skills to design and create worksheets. • Use the specialized vocabulary associated with spreadsheets.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Excel to create personal and/or business spreadsheets following current professional and/or industry standards. 2. Communicate in a business setting using spreadsheet vocabulary.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 171	Proposed prefix and number	
Current course title	Intermediate Excel	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
An in-depth, hands-on course that presents advanced features of Excel to design and create accurate, professional worksheets for use in business and industry. Includes financial, logical, statistical, lookup, and	Introduces advanced features of Excel to design and create accurate, professional worksheets for use in business and industry. Includes financial, logical, statistical, lookup, and database functions; pivot tables; "what-if" analysis with data tables; importing

database functions; pivot tables; "what-if" analysis with data tables; importing data; complex graphs; macros; and solver features. Focus on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Prerequisite: CAS 170 or instructor permission.	data; complex graphs; macros; and solver features. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Prerequisite: CAS 170 or instructor permission.
Reason for change	Students are recommended to have this level of placement for Reading, Writing and Math to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be able to: develop accurate, readable complex worksheets for a variety of business applications. use critical thinking, problem-solving, and decision-making skills to independently design and create complex worksheets.	Upon successful completion of this course, student will be able to: 1. Use critical thinking, problem-solving, and decision making skills to independently design and create complex Excel spreadsheets following current professional and/or industry standards.
Reason for change	Update Outcomes statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 175	Proposed prefix and number	
Current course title	Introduction to Flash	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Introduction to Flash Creating and editing animated movies using basic features of Adobe Flash. Covers shape and motion tweening, masks, symbols and basic ActionScripting. The Flash program is	Introduces the basic features of Adobe Flash to create and edit animated movies and web graphics. Covers shape and motion tweening, masks, symbols, and basic ActionScripting. Emphasizes using the Flash interface efficiently. Recommended: CAS 133 or

broken down into smaller parts so students can learn to use this complex program. Emphasizes how to use Recommended: CAS 133 or equivalent file management and word processing experience, placement into RD 115 or WR 115.	equivalent file management and word processing experience; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Typo fixed.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be able to use Flash to create simple web effects.	Upon successful completion of this course, student will be able to: 1. Use Adobe Flash to create simple web animations and effects following current professional and/or industry standards. 2. Be prepared for intermediate level Flash course.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☒ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 180	Proposed prefix and number	
Current course title	Search Engine Optimization-SEO	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Search Engine Optimization-SEO Elevate your website to the number one position in a search by implementing the most effective and up-to-date techniques for optimizing the searchability of web pages on the Internet.	Introduces techniques and skills necessary to elevate your website to the number one position in a search through the use of up-to-date concepts for optimizing the searchability of web pages on the Internet. Introduces the creation of a tailored Search Engine

Students will create a tailored Search Engine Optimization (SEO) strategy: on-page and off-page search engine optimization, META data research and analysis, traffic generation, online tools and SEO software. Covers client side SEO. Recommended: CAS 111D, CAS 111E, CAS 111F or CAS 206 or equivalent.	Optimization (SEO) strategy, including on-page and off-page search engine optimization, META data research and analysis, traffic generation, online tools and SEO software. Covers client side SEO. Prerequisite: CAS 111D, CAS 111E, or CAS 206 or instructor permission.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Prerequisites 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 **(required information for all course revisions)**	New learning outcomes
Create a tailored SEO plan. Implement effective techniques for increasing and maintaining high search engine rankings. Employ research techniques to keep up-to-date with changing industry standards.	Upon successful completion of this course, student will be able to: 1. Create a tailored SEO plan for a new or existing website following current professional and/or industry standards. 2. Use critical thinking skills to implement effective techniques for increasing and maintaining high search engine rankings. 3. Employ research techniques to maintain knowledge of industry SEO standards.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CAS 111D, CAS 111E, OR CAS 206	☒ 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
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 181	Proposed prefix and number	
Current course title	Website Creation using CMS	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Create sophisticated, dynamic, interactive and fully functional web sites using a Content Management System (CMS), such as Joomla or Drupal. Topics include installing and modifying templates, creating	Introduces the creation of sophisticated, dynamic, interactive and fully functional web sites using a Content Management System (CMS), such as Joomla or Drupal. Includes installing and modifying templates, creating efficient site navigation using menus,

efficient site navigation using menus, organizing a dynamic site using components and modules, and storing and responding to data submitted from a form. Recommended: CAS 111D, CAS 206, and CAS 215.	organizing a site using components and modules, enhancing a site with plugins and extensions, and creating user functionality with user logins. Recommended: CAS 111D, CAS 206, and CAS 215; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Placement information added so that students have adequate skills to succeed in the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Design, implement, test, debug, and publish a fully functional, dynamic business or personal web site using a CMS program	Upon successful completion of this course, student will be able to: 1. Use CMS (content management system) software to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create dynamic, CMS websites.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 206	Proposed prefix and number	
Current course title	Principles of X/HTML	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Principles of X/HTML Thorough exploration of X/HTML using an HTML editor. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, link, lists, tables, forms, working with web	Introduces X/HTML using an HTML editor. Includes web terminology, basic X/HTML, uploading pages to a server (FTP), site management, links, lists, tables, forms, working with web graphics, accessibility, and introduction to stylesheets (CSS). Includes creating a

graphics, accessibility, and introduction to style sheets (CSS). Students will create a multi-page web site using these technologies. Recommended: CAS 133 or equivalent file management and word processing experience, placement into RD 115 or WR 115.	multi-page website using these technologies. Recommended: CAS 133 or equivalent file management and word processing experience; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Create a web site that incorporates many X/HTML features, using a non-WYSIWYG HTML editor • Publish (upload) a web site to a server using a stand-alone FTP program • Utilize X/HTML and XML	Upon successful completion of this course, student will be able to: 1. Use knowledge of X/HTML code and an HTML editor to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create websites. 3. Use a stand-alone FTP program to upload files to a web server. 4. Be prepared to pursue future courses in website development and design.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☒ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 208	Proposed prefix and number	
Current course title	Begin. Photoshop for the Web	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Beginning Photoshop for the Web Introduces basic painting and drawing features in Adobe Photoshop to create and refine graphics for websites. Introduces basic painting and drawing tools, and export	Introduces image editing features of Adobe Photoshop to create and refine graphics for websites. Introduces image editing techniques and export options for the web. Emphasizes using the Photoshop interface efficiently to produce web images and assets.

options for the web. Emphasizes using the Photoshop interface efficiently. Recommend: MM 120. Prerequisite: CAS 111D or CAS 111E or CAS 206 or permission of the instructor.	Recommended: MM 120. Prerequisite: CAS 111D or CAS 111E or CAS 206 or instructor permission.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Changes made for technical changes in course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be able to: 1. Create, modify and insert web graphics into web pages. 2. Demonstrate proficiency with the basic Photoshop interface tools and menus	Upon successful completion of this course, student will be able to: 1. Use Adobe Photoshop to create web graphics following current professional and/or industry standards. 2. Use Adobe Photoshop to modify digital images. 3. Use critical thinking skills to incorporate digital images and web graphics into websites.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 214	Proposed prefix and number	
Current course title	Beginning ColdFusion/CFML	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Beginning ColdFusion/CFML Develop dynamic web sites that run on ColdFusion or one of its Open Source competitors. Dramatically reduce development time with CFML, a simplified tag-based coding	Introduces dynamic websites that run on ColdFusion or one of its Open Source competitors. Explores CFML, a simplified tag-based coding language which dramatically reduces development time. Covers server-side techniques such as responding to data

language. Learn server-side techniques such as responding to data submitted from forms, passing information between web pages, retrieving information from a database, managing sessions, and displaying text/images on the screen in response to user requests. Create dynamic E-Commerce or business web site using CFML. Recommended: CAS 213 or CIS 233S or equivalent scripting skills.	submitted from forms, passing information between web pages, retrieving information from a database, managing sessions, and displaying text/images on the screen in response to user requests. Create dynamic E-Commerce or business websites using CFML. Recommended: CAS 206, CAS 213, CAS 215, and CIS 122 or equivalent; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Create web pages that interact with data in a database on a web server 2. Apply server-side techniques such as responding to forms, passing information between web pages, managing sessions, and displaying text/images in response to user requests. 3. Create dynamic E-Commerce or business web site using CFML.	Upon successful completion of this course, student will be able to: 1. Use ColdFusion/CFML to create a dynamic E-Commerce or business website following current professional and/or industry standards. 2. Create dynamic websites that interact with web server databases.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 215	Proposed prefix and number	
Current course title	Cascading Style Sheet (CSS) and Dynamic HTML	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Cascading Style Sheets (CSS) and Dynamic HTML Create complex Cascading Style Sheets (CSS files) that format web pages according to industry and accessibility standards, work in multiple	Introduces complex Cascading Style Sheets (CSS) that format web pages according to industry and accessibility standards, work in multiple browsers, and separate content from presentation. Includes creating stunning, interactive websites using CSS and Dynamic

browsers, and separate content from presentation. Develop web pages using XHTML, Dreamweaver, or another HTML editor that can be customized by the user. Create stunning, interactive web pages using CSS and Dynamic HTML. Recommended: CAS 206, CAS 111D or equivalent HTML coding skills.	HTML. Recommended: CAS 206, CAS 111D or equivalent HTML coding skills; placement into RD 115 and WR 115.
Reason for change	Verbiage changed to be up to date with current curriculum standards. Placement information added so that students have adequate skills to succeed in the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
--Create web pages that interact with data in a database on a web server. --Demonstrate server-side techniques such as responding to forms, passing information between web pages, managing sessions, and displaying text/images in response to user requests. --Create a dynamic E-Commerce or business web site using CFML.	Upon successful completion of this course, student will be able to: 1. Use Adobe Dreamweaver and/or HTML editor to create complex style sheets following current accessibility, professional and/or industry standards. 2. Use critical thinking skills to create and apply complex CSS to enhance the format and style of a website.
Reason for change	Current outcomes are not correct – these are for CAS 214. Somewhere there must have been an error made in the current catalog. These outcomes are the correct outcomes for this course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs 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
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 216	Proposed prefix and number	
Current course title	Beginning Word	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Create, edit, and print documents such as letters, memos, and manuscripts; produce multi-page documents; use headers and footers; become familiar with the program's writing tools and basics of enhancing	Introduces Microsoft Word including headers and footers, writing tools, and merging to create, edit, and produce documents such as letters, memos, manuscripts, and multi-page documents. Recommended: Placement into RD 115 and WR 115; keyboarding 25 words per minute.

documents; and produce merged copy. Recommended: Placement into RD 115 or WR 115, and keyboarding 25 words per minute.	
Reason for change	Students need minimum placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
A. Utilize and manage basic features and functions of the word processing software to produce documents efficiently. B. Be prepared for intermediate course. C. Use critical thinking skills to independently produce documents.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Word to create personal and/or business documents following current professional and/or industry standards. 2. Use critical thinking skills to independently design and create word processed documents. 3. Communicate in a business setting using word processing vocabulary 4. Be prepared for intermediate level Word course.
Reason for change	The statement "to industry standards" further clarifies the quality of work expected from students.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 216A	Proposed prefix and number	
Current course title	Beginning Word	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Develops introductory skill in the use of a word processing program. Includes creating, editing, and printing basic documents such as letters and memos and become familiar with the program's writing	Introduces the basics of Microsoft Word to create, edit, and print basic documents such as letters and memos. Recommended: Placement into RD 115 and WR 115; keyboarding 25 words per minute.

tools. Recommended: Placement into RD 115 or WR 115; keyboarding 25 words per minute. Additional lab hours may be required, consult instructor.	
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Utilize and manage word processing software to produce basic documents efficiently. • Use critical thinking skills to independently format and produce documents.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Word to create personal and/or business documents following current professional and/or industry standards. 2. Communicate in a business setting using word processing vocabulary
Reason for change	The statement "to industry standards" further clarifies the quality of work expected from students.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 231	Proposed prefix and number	
Current course title	Publisher	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Students will use desktop publishing software program to design and create effective publications that combine text graphics, illustrations, and/or photographs such as announcements, fliers,	Introduces Microsoft Publisher to design and create effective publications that combine text graphics, illustrations, and/or photographs such as announcements, fliers, advertisements, and reports.Covers the processes to create, import, and manipulate text, graphics, and/or templates through program tools and features. Recommended:

advertisements, and reports. Create, import, and manipulate text, graphics, and/or templates through program tools and features. Recommended: Placement into RD 115 or WR 115; prior knowledge and use of Windows technology and CAS 216 or instructor approval.	Placement into RD 115 and WR 115; prior knowledge and use of Windows technology and CAS 216 or instructor approval.
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Utilize and manage features of the desktop publishing program to produce publications efficiently and effectively. 2. Use critical thinking skills to independently produce publications.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Publisher to create personal and/or business publications following current professional and/or industry standards. 2. Use critical thinking skills to independently design and create publications.
Reason for change	The statement "to industry standards" further clarifies the quality of work expected from students.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: **CAS 216**	☒ 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
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 232	Proposed prefix and number	
Current course title	Desktop Publishing: InDesign	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Use InDesign, a desktop publishing software, to design and create effective publications such as announcements, fliers, advertisements, and reports. Create, import, and manipulate text and/or graphics	Introduces Adobe InDesign, a desktop publishing software, to design and create effective publications such as announcements, fliers, advertisements, and reports. Covers the processes to create, import, and manipulate text and/or graphics through use of

through use of software features. Recommended: Placement into RD 115 or WR 115 and prior knowledge and use of Windows technology and CAS 216.	software features. Recommended: Placement into RD 115 and WR 115 and prior knowledge and use of Windows technology and CAS 216
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Utilize and manage features of the desktop publishing software to create publications for business use. • Use critical thinking skills to independently produce publications. • Use software efficiently and effectively. • Integrate and/or import documents from related software to create effective publications.	Upon successful completion of this course, student will be able to: 1. Use Adobe InDesign to create personal and/or business publications following current professional and/or industry standards. 2. Use critical thinking skills to independently design and create publications.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barbara Lave	blaev@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☒ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 275	Proposed prefix and number	
Current course title	Intermediate Flash	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Intermediate Flash Moves beyond the basic Flash interface to introduce intermediate level Flash concepts to students. Create a Flash Web site and work on more complicated animations and effects.	Continues to explore Flash concepts to create a Flash-based website and work on complex animations and effects. Includes working with frame labels, nested movie clip symbols, some ActionScript to support website creation and the incorporation of video and

Incorporate video and sound. Includes working with frame labels, nested movie clip symbols, some ActionScript to support Web site creation. Emphasizes how to use the software. Recommend: CAS 111D and CAS 175 or equivalent.	audio. Recommended: CAS 111D or CAS 111E or CAS 206 or equivalent. Prerequisite: CAS 175 or instructor permission.
Reason for change	Students need prerequisite course as preparation for the content in CAS 275.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Use Flash to create a timeline-based Web site incorporating some Actionscript, nested movie clip symbols, and frame labels. 2. Analyze accessibility and search engine optimization related to Flash-based full or partial Web sites in order to meet user needs.	Upon successful completion of this course, student will be able to: 1. Use advanced features of Adobe Flash to design and create a multi-page website following current professional and/or industry standards.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CAS 175	☒ 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
Barb Lave	blave@pcc.edu	9/22/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	9/22/2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
X☐ title
X☐ 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	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 115	Proposed prefix and number	
Current course title	Basic Design	Proposed title (60 characters max)	Basic Design - 2D Foundations
Reason for title change	Clarity between design courses.	Proposed transcript title (30 characters max)	Basic Design - 2D Foundations

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
Black and white design foundations studio experience centers on creative problem-solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. Use a broad range of materials, techniques and projects to design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence.	Introduces two dimensional black and white foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore black and white design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Reason for change	Recommended by Sally Earll

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
1. See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. 2. Create personally significant works of design applying basic design concepts and techniques. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to design problems. 5. Handle art materials with environmental awareness and responsibility.	

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
	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
X☐ title
X☐ 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	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 116	Proposed prefix and number	
Current course title	Basic Design	Proposed title (60 characters max)	Basic Design – Color Foundations
Reason for title change	Clarity between design courses.	Proposed transcript title (30 characters max)	Basic Design–Color Foundations

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
Color and design foundations studio experience centers on creative problem - solving, developing perceptual awareness and understanding, and establishing critical skills and personal artistic vision. Use a broad range of materials, techniques and projects to explore color and design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any	Introduces color foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore color design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

sequence.	
Reason for change	Recommended by Sally Earll

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
1. See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. 2. Create personally significant works of design applying basic design/color concepts and techniques. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to color design problems. 5. Handle art materials with environmental awareness and responsibility.	
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
	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
XX title
XX description
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Ben Buswell 971 722 7329 benjamin.buswell@pcc.edu
Current prefix and number	Art 117	Proposed prefix and number	
Current course title	Basic Design	Proposed title (60 characters max)	Basic Design- 3D Foundations
# Credits	3	Proposed transcript title **(30 characters max)**	Basic Design- 3D Foundations
Reason for title change	**To better describe the difference between design courses to students.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Three-dimensional foundations studio experience centers on creative problem-solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. Use a	Introduces three-dimensional foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Utilizes a broad range of materials, techniques and

broad range of materials, techniques and projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence.	projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.
Reason for change	Language not consistent with curriculum committee requirements.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 2. Create personally significant works of design. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems. 5. Handle art materials with environmental awareness and responsibility.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes XX No	
Implementation term	XX Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	ART	Submitter name Phone Email	Gene Flores (971)722-8315 gene.flores@pcc.edu
Current prefix and number	ART 270	Proposed prefix and number	
Current course title	Printmaking	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
Laboratory course in print art focusing on specific techniques and materials each term as well as standards for critical analysis. References the history of the print and the diverse historical and cultural context of the visual arts. Primarily a studio experience with supporting slide lectures and other visual media. Critiques of student work are held regularly. Recommended: ART 115, 116 and 131.May be taken three times.	Explores printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving by utilizing monoprints, relief and basic intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a two-course sequence. Recommended: ART 115, 116 and 131. May be taken

	three times for credit.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
Demonstrate the connection between the visual arts and the processes of Printmaking particular to the media addressed, which may include the following: Monotype, Relief, Intaglio. Utilize properties of various printing papers and their interactions with printing inks (hot and cold press, rice papers, etc.). Apply effective techniques for printing and pulling prints by hand and on printing press. Demonstrate ability to edition and properly sign and notate a print. Demonstrate understanding of choices in the print image relating to design, composition, aspect ratio and image content.	Students will endeavor to do the following: ❖ Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. ❖ Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
	msivak@pcc.edu	2-18-2011
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	2-18-2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ 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	ART	Submitter name Phone Email	Gene Flores (971)722-8315 gene.flores@pcc.edu
Current prefix and number	ART 271	Proposed prefix and number	
Current course title	Printmaking II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
A studio experience in printmaking, the more advanced level in a succession of classes exploring relief printing, monotype, intaglio, and other processes. Students will use both direct and indirect methods of imagery development. References the history of the print and the diverse historical and cultural context of the visual arts. Personal critiques of student work of the visual arts. Personal critiques of student work are held regularly. May be taken up to three times for credit. Prerequisite: ART 270.	Explores advanced printmaking techniques (e.g. sugar lift, color, glazes) and other intaglio processes (e.g. folio sets and books) while addressing historical and contemporary issues. Develops creative problem solving by utilizing monotypes, color relief, and advanced intaglio processes to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken up to three times for credit. Prerequisite: ART 270.

Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
1. Demonstrate the connection between the visual arts and the processes of Printmaking particular to the media addressed, which include the following processes: Monotype/Monoprint, Etching, Softground, Sugar Lift, and Relief Printing. 2. Utilize properties of various printing papers and their interactions with printing inks. 3. Apply effective techniques for printing and pulling edition and non-edition prints on a printing press. 4. Demonstrate ability to edition and properly sign and notate a print.	❖ Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monotypes, relief and advanced intaglio and printmaking processes (e.g. sugar lift, color, chine colle, glazes). ❖ Create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an advanced level of understanding printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ❖ Understand the importance of working in a communal environment/studio.

Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number: ART 270	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
	msivak@pcc.edu	2-18-2011
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	2-18-2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Marie Sivak 503-702-9816 msivak@pcc.edu
Current prefix and number	Art 290	Proposed prefix and number	
Current course title	Sculpture: Plaster/Clay	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Students will develop creative problem solving while using clay	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through making sculpture using a variety of techniques for clay and plaster (including but not

and plaster to create sculptures. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit. Recommend: ART 290, 291, 292, or 293.	limited to: mold making, casting, and direct construction over armatures). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117.
Reason for change	Slight changes to the language to meet curriculum committee requirement of beginning each sentence with an active verb. Recommended courses were incorrectly listed in previous description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
* Find and develop creative ways to solve problems using a variety of strategies for making sculpturewith plaster and clay. * Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster . * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture. * Establish self-critiquing skills so as to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay * Establish self-critiquing skills so as to develop autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	Adjust a few minor grammatical errors. Further clarify outcomes to make them more specific to the course, Art 290 Sculpture: Plaster/Clay while maintaining the General Education Philosophy addressed within the outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Marie Sivak 503-702-9816 msivak@pcc.edu
Current prefix and number	Art 291	Proposed prefix and number	
Current course title	Sculpture: Carving	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Students will develop creative problem solving while using the	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through a variety of techniques associated with the reductive process of carving to make sculpture.

reductive process of carving to create sculptures. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit.	Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290, Art 293.
Reason for change	Slight changes to the language to meet curriculum committee requirement of beginning each sentence with an active verb. Recommended courses were incorrectly listed in previous description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
v Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) v Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. v Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. v Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. v Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture. v Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculptures. * Establish self-critiquing skills to develop autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	Adjust a few minor grammatical errors. Further clarify outcomes to make them more specific to the course, Art 291 Sculpture:Carving while maintaining the General Education Philosophy addressed within the outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	5/17/2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Marie Sivak 503-702-9816 msivak@pcc.edu
Current prefix and number	Art 292	Proposed prefix and number	
Current course title	Sculpture: Mixed Media	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Uses a variety of materials and techniques to develop and encourage	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through making sculpture using a variety of mixed media techniques. Establishes critical skills

creative problem solving. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Course emphasizes the use of mixed media in sculpture. May be taken three times for credit.	necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290.
Reason for change	Slight changes to the language to meet curriculum committee requirement of beginning each sentence with an active verb. Recommended courses were incorrectly listed in previous description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
* Find and develop creative ways to solve problems using a variety of strategies for making sculpture. * Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture. * Establish self-critiquing skills so as to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Find and develop creative ways to solve problems using a variety of strategies for making mixed media sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. * Establish self-critiquing skills so as to develop autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	Adjust a few minor grammatical errors. Further clarify outcomes to make them more specific to the course, Art 292 Sculpture: Mixed Media while maintaining the General Education Philosophy addressed within the outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	5/17/2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Marie Sivak 503-702-9816 msivak@pcc.edu
Current prefix and number	Art 293	Proposed prefix and number	
Current course title	Figure Sculpture	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Students study and sculpt the human form from professional models,	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Develops creative problem solving skills through making figurative sculpture based on the study of the human form from

nude and clothed. Applying various sculpting techniques and concepts, students study the structure, form and proportions of the human figure. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate figure sculpture and explore the expressive potential of the human form. May be taken up to three times for credit.	professional models, nude and clothed. Applies various sculpting techniques and concepts to the study of the structure, form, and proportions of the human figure. Establishes critical skills necessary to evaluate figure sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290.
Reason for change	Slight changes to the language to meet curriculum committee requirement of beginning each sentence with an active verb. Recommended courses were incorrectly listed in previous description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
v Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture v Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture v Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others v Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. v Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture. v Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art	v Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture v Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture v Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others v Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. v Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figure sculpture. v Establish self-critiquing skills to develop autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

from different cultures.	
Reason for change	Adjust a few minor grammatical errors. Further clarify outcomes to make them more specific to the course, Art 293 Figure Sculpture while maintaining the General Education Philosophy addressed within the outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	5/17/2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☐ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Marie Sivak 503-702-9816 msivak@pcc.edu
Current prefix and number	Art 294	Proposed prefix and number	
Current course title	Sculpture: Metals	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving skills through making sculptures with various	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving skills through making sculptures with various metal working techniques (including but not limited to: welding, cold

metal working techniques (including but not limited to: welding, cold connections, forming and finishing). Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artisitic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit. Recommended: ART 291.	connections, forming and finishing). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290, Art 292.
Reason for change	Slight changes to the language to meet curriculum committee requirement of beginning each sentence with an active verb. Recommended courses were incorrectly listed in previous description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
* Find and develop creative ways to solve problems using a variety of strategies for making metal sculpture. * Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making welded metal sculpture. * Establish self-critiquing skills so as to develop autonomous expression through welded sculpture while recognizing the standards and definitions already established by both contemporary and	* Find and develop creative ways to solve problems using a variety of strategies for making metal sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. * Establish self-critiquing skills so as to develop autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

historical works of art from different cultures.	
Reason for change	Adjust a few minor grammatical errors. Further clarify outcomes to make them more specific to the course, Art 294 Sculpture: Metals while maintaining the General Education Philosophy addressed within the outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	5/17/2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

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	Angela Batchelor and Elizabeth Bilyeu	angela.batchelor@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 115	Course Title:	Basic Design - 2D Foundations

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduces two dimensional black and white foundations studio experience centered on creative problem solving, Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore black and white design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Course Outcomes:	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Create personally significant works of design applying basic design concepts and techniques. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to design problems. • Handle art materials with environmental awareness and responsibility.

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.	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
B. Appreciation of 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.	• Create personally significant works of design applying basic design concepts and techniques. • Handle art materials with environmental awareness and responsibility.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to design problems.
F. Aesthetic and artistic values.	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Intended Outcomes for the course** 1. Create personally significant works of design applying basic design concepts and techniques. 2. See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. 3. Develop creative solutions to design problems. 4. Assess, evaluate, appreciate and respect design work. 5. Handle art materials with environmental awareness and responsibility.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personally significant works of design, which demonstrate a foundation-level understanding of 2-dimensional ideas, and the processes, materials, and techniques associated with black and white media. ❖ By engaging in the elements and principles of design students find and

	foster creative ways of solving problems by using a variety of strategies and techniques through working with various 2-dimensional media that may include collage, paint, drawing, computer tools, etc… ❖ Critique provides a forum in which students view, assess and evaluate their own work and the work of their peers. Through this process, students build skills to be able to see their own work more objectively. Students also learn to ask meaningful questions, identify ideas and issues, and develop art-specific vocabulary to be able to actively participate in a critical dialogue about design with others. ❖ The course helps students develop an awareness and understanding of contemporary artists/designers and images within contemporary culture, providing them a foundation to interpret and enjoy design of the past and present from different cultures and from nature to initiate a lifelong appreciation for design in their daily lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in creating their own works of design they develop a heightened awareness of the design present in the world around them, both natural and manmade. They are able to interpret and discuss how different cultures have used design elements and principles aesthetically to express their ideas. Through the process of making their own works, looking at historical and contemporary examples of design, and participating in critiques students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues. ❖ Exposure to various black and white media and materials used to create works of art makes students personally aware of how to use those materials in a responsible way. Works such as collage encourage students to use found materials and re-purpose them in their own work. Students are also instructed on how to handle art materials safely and dispose of them properly as to not impact the environment or recycle them when possible.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request
will continue forward separately and the Gen Ed/Discipline Studies request
will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Angela Batchelor and Elizabeth Bilyeu	angela.batchelor@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 116	Course Title:	Basic Design – Color Foundations

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduces color foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore color design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Course Outcomes:	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Create personally significant works of design applying basic design/color concepts and techniques. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to color design problems. • Handle art materials with environmental awareness and responsibility.

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.	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
B. Appreciation of 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.	• Create personally significant works of design applying basic design/color concepts and techniques. • Handle art materials with environmental awareness and responsibility.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to color design problems.
F. Aesthetic and artistic values.	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Create personally significant works of design applying basic design/color concepts and techniques. 2. See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. 3. Develop creative solutions to color design problems. 4. Assess, evaluate, appreciate and respect design work. 5. Handle art materials with environmental awareness and responsibility.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personally significant works of design/color, which demonstrate a foundation-level understanding of 2-dimensional ideas, and the processes, materials, and techniques associated with color media. ❖ By engaging in the elements and principles of design students find and foster creative ways of solving problems by using a variety of strategies and techniques through working with various 2-dimensional color media

	that may include collage, paint, drawing, computer tools, etc… ❖ Critique provides a forum in which students view, assess and evaluate their own work and the work of their peers. Through this process, students build skills to be able to see their own work more objectively. Students also learn to ask meaningful questions, identify ideas and issues, and develop art-specific vocabulary to be able to actively participate in a critical dialogue about design with others. ❖ The course helps students develop an awareness and understanding of contemporary artists/designers and images within contemporary culture, providing them a foundation to interpret and enjoy design/color usage of the past and present from different cultures and from nature to initiate a lifelong appreciation for design/color in their daily lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in creating their own works of color design they develop a heightened awareness of the design/color present in the world around them, both natural and manmade. They are able to interpret and discuss how different cultures have used design elements and principles /color aesthetically to express their ideas. Through the process of making their own works, looking at historical and contemporary examples of design, and participating in critiques, students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues. ❖ Exposure to various color media and materials used to create works of art makes students personally aware of how to use those materials in a responsible way. Works such as collage encourage students to use found materials and re-purpose them in their own work. Students are also instructed on how to handle art materials safely and dispose of them properly as to not impact the environment or recycle them when possible.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Ben Buswell and Elizabeth Bilyeu	benjamin.buswell@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 117	Course Title:	Basic Design- 3D Foundations

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduces three-dimensional foundations studio experience centered on creative problem solving, Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Utilizes a broad range of materials, techniques and projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Course Outcomes:	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 2. Create personally significant works of design. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems. 5. Handle art materials with environmental awareness and responsibility.

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.	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 3. Assess, evaluate, appreciate and respect design work.
B. Appreciation of 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.	2. Create personally significant works of design. 5. Handle art materials with environmental awareness and responsibility.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems.
F. Aesthetic and artistic values.	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 3. Assess, evaluate, appreciate and respect design work.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Intended Outcomes for the course** 1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 2. Create personally significant works of design. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems. 5. Handle art materials with environmental awareness and responsibility.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personally significant works of design, which demonstrate a foundation-level understanding of 3-dimensional ideas, and the processes, materials, and techniques. By engaging in the elements and principles of design students find and foster creative ways of solving problems by using a variety of strategies and techniques through working with various 3-dimensional media that may include collage, paint, drawing, computer tools, etc… ❖ Critique provides a forum in which students view, assess and evaluate their own work and the work of their peers. Through this process, students build skills to be able to see their own work more objectively. Students also learn to ask meaningful questions, identify ideas and issues,

	and develop art-specific vocabulary to be able to actively participate in a critical dialogue about design with others. ❖ The course helps students develop an awareness and understanding of contemporary artists/designers and images within contemporary culture, providing them a foundation to interpret and enjoy design of the past and present from different cultures and from nature to initiate a lifelong appreciation for design in their daily lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in creating their own works of design they develop a heightened awareness of the design present in the world around them, both natural and manmade. They are able to interpret and discuss how different cultures have used design elements and principles aesthetically to express their ideas. Through the process of making their own works, looking at historical and contemporary examples of design, and participating in critiques students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues. ❖ Exposure to various media and materials used to create works of art makes students personally aware of how to use those materials in a responsible way. Works such as assemblage encourage students to use found materials and re-purpose them in their own work. Students are also instructed on how to handle art materials safely and dispose of them properly as to not impact the environment or recycle them when possible.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request
will continue forward separately and the Gen Ed/Discipline Studies request
will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Gene Flores	gene.flores@pcc.edu

	Name	E-mail Address
SAC Chair	Marie Savik	msivak@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	ART 270	Course Title:	Printmaking

Course Credits:	3 Credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving by utilizing monoprints, relief and basic intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a two-course sequence. Recommended: ART 115, 116 and 131. May be taken three times for credit.

Course Outcomes:	❖ Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. ❖ Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

* understanding of their culture and how it relates to other cultures
* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.
D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes.

E. Ability to conceptually organize experience and discern its meaning.	Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

F. Aesthetic and artistic values.	Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

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.Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. 1. Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. 2.Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. 2. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 3. Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. 3. Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio

	processes. 4. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Create personal printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. 5. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. By engaging in the process of printmaking they find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. Ultimately the course gives them the ability to understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Various printmaking techniques have been used by many different cultures for hundreds of years. These techniques continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art. As the students engage in creating their own works of art in printmaking they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve physical problems using a variety of strategies to work with the materials. . They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making prints, looking at historical and contemporary

	examples of prints and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Gene Flores	gene.flores@pcc.edu

	Name	E-mail Address
SAC Chair	Marie Sivak	msivak@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	ART 271	Course Title:	Printmaking II

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores advanced printmaking techniques (e.g. sugar lift, color, glazes) and other intaglio processes (e.g. folio sets and books) while addressing historical and contemporary issues. Develops creative problem solving by utilizing monotypes, color relief, and advanced intaglio processes to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken up to three times for credit. Prerequisite: ART 270.

Course Outcomes:	❖ Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monotypes, relief and advanced intaglio and printmaking processes (e.g. sugar lift, color, chine colle, glazes). ❖ Create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an advanced level of understanding printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ❖ Understand the importance of working in a communal environment/studio.

8. Address PCC's General Education Philosophy Statement:
The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess: * understanding of their culture and how it relates to other cultures * appreciation of history both from a global perspective and from a personal perspective, including an

awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
C. Understanding of themselves and their natural and technological environments.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.
D. Ability to reason qualitatively and quantitatively.	Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monotypes, relief and advanced intaglio and printmaking processes (e.g. sugar lift, color, chine colle, glazes).
E. Ability to conceptually organize experience and discern its meaning.	Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

F. Aesthetic and artistic values.	Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

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. Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monotypes, relief and advanced intaglio and printmaking processes (e.g. sugar lift, color, chine collé, glazes). 1. Create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an advanced level of understanding printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes. Utilize properties of various printing papers and their interactions with a variety of printing inks. Understand the importance of working in a communal environment/studio. 2. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. 2. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 3. Understand, interpret, and enjoy prints of the past and the present from

	different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. 3. Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monotypes, relief and advanced intaglio and printmaking processes (e.g. sugar lift, color, chine collé, glazes). 4. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an advanced level of understanding printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes. Utilize properties of various printing papers and their interactions with a variety of printing inks. Understand the importance of working in a communal environment/studio. 5. Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an advanced level of understanding printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes. Utilize properties of various printing papers and their interactions with a variety of printing inks. Understand the importance of working in a communal environment/ studio. By engaging in the process of printmaking they find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monotypes, relief and advanced intaglio and printmaking processes (e.g. sugar lift, color, chine collé, glazes). They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. Ultimately the course gives them the ability to understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values and ethics	Various printmaking techniques have been used by many different cultures for hundreds of years. These techniques continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art.

within a range of human experience and expression to engage more fully in local and global issues"?**	As the students engage in creating their own works of art in printmaking they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve physical problems using a variety of strategies to work with the materials. . They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making prints, looking at historical and contemporary examples of prints and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
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	Marie Sivak	msivak@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 290	Course Title:	Sculpure :Plaster/Clay

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through making sculpture using a variety of techniques for clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117.

Course Outcomes:	* Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster. (including but not limited to: mold making, casting, and direct construction over armatures). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay * Establish self-critiquing skills so as to develop autonomous expression

	through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

* understanding of their culture and how it relates to other cultures
* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	**Outcome: *** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster(including but not limited to: mold making, casting, and direct construction over armatures). **Outcome: *** Establish self-critiquing skills so as to develop autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome: *** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. **Outcome: *** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

	Explanation: *In this course students engage in the process of making personal works of sculpture in the medium of plaster and clay. As they work on their own projects, they must decide what they want to make within the framework of the assignment. They have to decide what they value and how they might draw upon their personal experience and cultural background to create a work of art that is meaningful to them, but also has a relationship to the history of art.* *Throughout the course students are exposed to contemporary and historical examples of sculpture as well as other art forms from around the world via slides, actual sculptures, and films. Both plaster and clay and the processes associated with them have been used for thousands of years, and continue to be used by contemporary artists from all over the world. Examples as diverse as sculptures dating as early as 9000 BCE from Jordan to a contemporary Japanese artist working with plaster give a sense of the wealth of sculptural examples they encounter in the course. Exposure to these diverse works of art creates a multicultural context within which the students define their own culture while exploring the expression of a variety of other cultures. They must ask themselves what they feel connected to personally while broadening their scope and understanding of how people from cultures other than their own have sought to define sculpture and in what cultural circumstances the artists are making art. Students have in depth group discussions and critiques where they share their individual perceptions of their work and their responses to the contextual examples to which they are exposed. This active dialogue surrounds them while they are making their own sculptures, influencing their creative and conceptual decisions, and allowing them to see the connections and complex relationships between their own culture and that of others.*

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	**Outcome: *** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome: *** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster. (including but not limited to: mold making, casting, and direct construction over armatures). **Outcome: *** Establish self-critiquing skills so as to develop autonomous expression through sculpture in plaster and clay while recognizing the standards and ***Explanation:*** *As students work on their projects they are exposed to works of art from many different time periods and cultures. When they are presented with these works a discussion of the circumstances in which the artists were working is included. For example, one cannot really discuss the sculpture of Honore Daumier without talking about the French politicians his sculpture specifically satirizes, or the history*

	of satire in literature and media. The history of art including the specific history of sculpture is a thread in a larger tapestry of historical events, which directly affect the production of art. Even Sculpture, literature, painting, architecture etc that do not contain overtly political subject matter have a place within the broader cultural histories. Students learn how socio political climate affects the nature of expression within different cultures; how it affects the lives of artists, and what they are able to make. They learn that within personal experience, whether their own or that of an individual artist in a different culture, is a link to a larger collective and political experience. While studio art courses do not examine history in a linear fashion, they present the opportunity to make connections between the personal and the collective, from one culture to another, and to their own creative expression.

C. Understanding of themselves and their natural and technological environments.	

D. Ability to reason qualitatively and quantitatively.	**Outcome:** Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay. ***Explanation:*** *To produce a sculpture using plaster and clay a student will need to use both qualitative and quantitative reasoning. Aesthetic decisions most often fall under qualitative reasoning (the exception would be if an artist were using qualitative methods to determine aesthetics, such as a numerical system.) However, in order to execute an aesthetic decision, the student will perform a series of tasks wholly based on qualitative reasoning. For example, to mold and cast an object students will have to determine the quantity of materials needed for the project, they will have to resolve the three dimensional puzzle of how many pieces the mold will have to be in order to remove it from the object. They may have to weigh and measure volumes of materials to create the mold. The kinds of problem solving involved are technical and mechanical rather than creative or subjective.*

E. Ability to conceptually organize experience and discern its meaning.	**Outcome:** * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). **Outcome: *** Establish self-critiquing skills so as to develop autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Explanation: *Through studio art classes students take their personal and collective experiences and process it to create works of art. They learn the technical processes required to give form to their experiences and the resultant ideas. It is much like a creative writing class where we help them build the vocabulary and grammar necessary to express themselves— the difference being that instead of words the students use physical materials, in this case plaster and clay, construction, mold making and casting.* *As they learn the grammar of materials they develop the ability to cull from their experience and to express their ideas through sculptural form while simultaneously learning to analyze and interpret form. Making a sculpture is a complex process, which is ultimately about taking experience, organizing it physically and conceptually, and finding meaning within both the process of creation and the resulting sculpture.* *Once they have created a work of art, they must analyze it and decide what it means. Through the critique, which is a group discussion, they organize their experience of finished sculptures. They do this for both their own works of art and the sculptures made by their peers. Through the critique they discuss their experience of art works, analyzing their perceptions of the work and ultimately the content. The students thus organize experience and discern meaning on multiple levels. They organize their life experiences which influences their creative ideas. They organize their experience of the materials and processes necessary to express themselves in sculptural form, and they have to analyze and discuss their experience of sculpture with their peers, culling from it interpretation and meaning.*

F. Aesthetic and artistic values.	**Outcome:** * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster. **Outcome:** * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome:** * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay ***Explanation:*** *There is no better place to learn aesthetic and artistic values than in an art class. In this course students learn these values through making sculpture themselves using plaster and clay techniques. The hands on process creates the opportunity to nurture the deepest appreciation of the artistic achievements of others, and to develop and grow one's appreciation for the visual and physical world in which we live. Aesthetics (or the absence of aesthetics) are pervasive in the physical environment. Through making things students gain a heightened awareness of aesthetics in everyday life. The more they look at the forms they make; the more observant they become of the world around them. Additionally, students are exposed to a wide array of art historical examples, which juxtapose works of art with very different aesthetic traditions and artistic values. The socio political raw aesthetics of an installation artist from the 1960s might be*

	juxtaposed with a refined figurative work from India. Raw, refined, minimal, maximal, ornate, sleek, whatever the adjective used to describe an object, there will always be a counter aesthetic of equal value. All studio art classes, including sculpture help students develop their understanding of differing aesthetic and artistic traditions, innovations, and values.

G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Criteria 1.** **Outcome***Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay. **Outcome***Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). **Criteria 2.** **Outcome***Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. **Outcome***Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome***Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

	Criteria 3. **Outcome***Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome***Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay. **Outcome***Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). **Criteria 4** **Outcome***Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome***Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Criteria 5**. **Outcome***Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). **Outcome***Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative	*In this course students create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster. By engaging in the process of making sculpture they find*

process to enrich the quality of life"?**	*and develop ways of solving problems using a variety of strategies and techniques of working with plaster and clay. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. Through developing a heightened perception of the aesthetic qualities of the visual and physical world they are opened to new experiences with art. The course is a springboard to a whole world of the history of sculpture and its relationship to world history. Ultimately the course gives them the ability and resources to understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.* ,

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	*Various forms of plaster and clay have been used by many different cultures for many thousands of years. These materials continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art. As the students engage in creating their own works of art in plaster and clay they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They develop a working knowledge of the history of materials and their associated techniques. They learn the relevance of fine art processes to commercial applications such as the use of mold making to produce tools, toys, and everyday objects. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values, and how these have affected the built environment in which we live. They learn about the origin of their materials, how to responsibly use these materials and alternatives that are healthy and environmentally friendly. They learn about safety precautions when handling materials. They are able to solve physical problems using a variety of strategies to work with clay and plaster, such as building armatures which often requires learning to use both power and hand tools; the same tools used in the construction industry or to build a raised bed to grow your own food. They gain many useful practical skills in this course, resourcefulness being one of the most important of these skills.* *Through the examination of diverse artworks from different cultures they encounter socio political issues and differing aesthetic traditions, which can be traced to cultural influence. They learn to communicate with each other about these differences and to respect each others unique perspectives and the perspectives presented by very different*

	cultures. Through this they gain valuable skills in intercultural communication. Through the process of making sculpture, looking at historical and contemporary examples of sculpture, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Arts and Letters General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Marie Sivak	msivak@pcc.edu
SAC Chair	Ellizabeth Bilyeu	ebilyeu@pcc.edu
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	Art 291	Course Title:	Sculpture: Carving
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:		Course Title:	

Course Description:	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through a variety of techniques associated with the reductive process of carving to make sculpture. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290, Art 293.

Course Outcomes:	*Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) *Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. *Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. *Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. *Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculptures. *Establish self-critiquing skills to develop autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

A. understanding of their culture and how it relates to other cultures
B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
C. understanding of themselves and their natural and technological environments
D. ability to reason qualitatively and quantitatively
E. ability to conceptually organize experience and discern its meaning
F. aesthetic and artistic values
G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee

members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	**Outcome: *** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. **Outcome: *** Establish self-critiquing skills so as to develop autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome: *** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. **Outcome: *** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ***Explanation:*** *In this course students engage in the process of making personal works of sculpture using the reductive process of carving. As they work on their own projects, they must decide what they want to make within the framework of the assignment. They have to decide what they value and how they might draw upon their personal experience and cultural background to create a work of art that is meaningful to them, but also has a relationship to the history of art.* *Throughout the course students are exposed to contemporary and historical examples of sculpture as well as other art forms from around the world via slides, actual sculptures, and films. The process of carving has been used for thousands of years, and continues to be used by contemporary artists from all over the world. Students are exposed to diverse examples (i.e. a tiny limestone figure of a woman from 22,000 B.C.E. to a contemporary Inuit stone carver or Australian artist working in wood). Exposure to these diverse works of art creates a multicultural context within which the students define their own culture while exploring the expression of a variety of other cultures. They must ask themselves what they feel connected to personally while broadening their scope and understanding of how people from cultures other than their own have sought to define sculpture and in what cultural circumstances the artists are making art. Students have in depth group discussions and critiques where they share their individual perceptions of their work and their responses to the contextual examples to which they are exposed. This active dialogue surrounds them while they are making their own sculptures, influencing their creative and conceptual decisions, and allowing them to see the connections and complex relationships between their own culture and that of others.*

B. Appreciation of history both from a global	**Outcome: *** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	of expanding knowledge on the diversity of perspectives of the human experience. ***Explanation:*** *As students work on their projects they are exposed to works of art from many different time periods and cultures. When they are presented with these works a discussion of the circumstances in which the artists were working is included. For example, one cannot really discuss the sculpture of a woman artist working in the 19th century without talking about the cultural obstacles that she faced as an artist. The history of art including the specific history of sculpture is a thread in a larger tapestry of historical events, which directly affect the production of art. Even Sculpture, literature, painting, architecture etc that do not contain overtly political subject matter have a place within the broader cultural histories. Students learn how socio political climate affects the nature of expression within different cultures; how it affects the lives of artists. They learn that within personal experience, whether their own or that of an individual artist in a different culture, is a link to a larger collective and political experience. While studio art courses do not examine history in a linear fashion, they present the opportunity to make connections between the personal and the collective, from one culture to another, and how this relates to their own creative expression.*

C. Understanding of themselves and their natural and technological environments.	

D. Ability to reason qualitatively and quantitatively.	**Outcome:** Find and develop creative ways to solve problems using a variety of strategies for making carved sculpture. ***Explanation:*** *To produce a sculpture using the reductive process of carving a student will need to use both qualitative and quantitative reasoning. Aesthetic decisions most often fall under qualitative reasoning (the exception would be if an artist were using qualitative methods to determine aesthetics, such as a numerical system.) However, in order to execute an aesthetic decision, the student will perform a series of tasks wholly based on qualitative reasoning. For example, to rough cut a human figure in a block of stone, the student will have to actually measure the material, determine how much needs to be removed, at what angles, and what tool will be appropriate for each cut (the student may need to learn how to operate safely and effectively a variety of specialized tools to do this). The student will have to design the sculpture so it will not be apt to break, and will also have to determine in what order to execute a series of cuts so as not to break the piece in the process of making it. . Creating a sculpture is a complex process, which involves an equal amount of qualitative and quantitative reasoning.*

E. Ability to conceptually organize experience and discern its meaning.	**Outcome:** * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving

	Outcome: * Establish self-critiquing skills so as to develop autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *Through studio art classes students take their personal and collective experiences and process it to create works of art. They learn the technical processes required to give form to their experiences and the resultant ideas. It is much like a creative writing class where we help them build the vocabulary and grammar necessary for expression— the difference being that instead of words the students use physical materials, in this case carving and the materials associated with carving which include but are not limited to stone, wood, foam, salt, soap, wax, bone, etc).* *As they learn the grammar of materials they develop the ability to cull from their experience and to express their ideas through sculptural form while simultaneously learning to analyze and interpret form. Making a sculpture is a complex process, which is ultimately about taking experience, organizing it physically and conceptually, and finding meaning within both the process of creation and the resulting sculpture.* *Once they have created a work of art, they must analyze it and decide what it means. Through the critique, which is a group discussion, they organize their experience of finished sculptures. They do this for both their own works of art and the sculptures made by their peers. Through the critique they discuss their experience of art works, analyzing their perceptions of the work and ultimately the content. The students thus organize experience and discern meaning on multiple levels. They organize their life experiences, which influences their creative ideas. They organize their experience of the materials and processes necessary to express themselves in sculptural form, and they have to analyze and discuss their experience of sculpture with their peers, culling from it interpretation and meaning.*

F. Aesthetic and artistic values.	**Outcome:** * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. **Outcome:** * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome:** * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculpture. ***Explanation:*** *There is no better place to learn aesthetic and artistic values than in an art class. In this course students learn these values through making sculpture themselves using the techniques and processes associated with the reductive process of carving. The hands on process creates the opportunity to nurture the deepest appreciation for the artistic achievements of others, and to develop and grow one's appreciation for the visual and physical world in which we live. Aesthetics (or the absence of aesthetics) are pervasive in the physical world. Through making things students gain a heightened awareness of aesthetics in everyday life. The more they look at the*

	forms they make; the more observant they become of the world around them. Additionally, students are exposed to a wide array of art historical examples, which juxtapose works of art with very different artistic traditions and values. The socio political raw aesthetics of an installation artist from the 1960s might be juxtaposed with a refined figurative work from India. Raw, refined, minimal, maximal, ornate, sleek, whatever the adjective used to describe an object, there will always be a counter aesthetic of equal value. All studio art classes, including sculpture help students develop their understanding of differing aesthetic and artistic traditions, innovations, and values.

G. Understanding of the ethical and social requirements of responsible citizenship.	

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Criteria 1:** **Outcome *** Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) **Outcome *** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. **Criteria 2:** **Outcome *** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. **Outcome *** Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and

	definitions already established by both contemporary and historical works of art from different cultures. **Criteria 3:** **Outcome *** Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome *** Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) **Criteria 4:** **Outcome *** Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Criteria 5:** **Outcome *** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. **Outcome *** Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	*In this course students create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with the reductive process of carving. By engaging in the process of making sculpture they find and develop ways of solving problems using a variety of strategies and techniques of working with carving. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. Ultimately the course gives them the ability to understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. They will use the skills, ideas, and diversity of artistic values they encounter in this course for the rest of their lives.*

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	*Various forms of carving have been used by many different cultures for many thousands of years. The processes and techniques have been applied to object from miniature to monumental/architectural scale in stone, wood, foam, cement, bone, etc. These materials continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art. As the students engage in creating their own works of art using the process of carving they develop a heightened awareness of the physical world, our material resources and their origins, and the nature of the relationship of human beings to these resoures and our impact on the environment. They are able to solve physical problems using a variety of strategies to work with the materials. They develop a knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their cultural, social, political, or religious values. Through the process of making sculpture, looking at historical and contemporary examples of sculpture, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.*

*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Marie Sivak and Elizabeth Bilyeu	msivak@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 292	Course Title:	Sculpure :Mixed Media

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through making sculpture using a variety of mixed media techniques. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290.

Course Outcomes:	* Find and develop creative ways to solve problems using a variety of strategies for making mixed media sculpture. *Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. * Establish self-critiquing skills so as to develop autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary

	and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

* understanding of their culture and how it relates to other cultures
* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. **Outcome*** Establish self-critiquing skills so as to develop autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome: *** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. **Outcome: *** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ***Explanation:*** *In this course students engage in the process of making personal works of sculpture in mixed media sculpture. As they work on their own projects, they must decide what they want to make within the framework of the assignment. They have to decide what they value and how they might draw upon their personal experience and cultural background to create a work of*

	art that is meaningful to them, but also has a relationship to the history of art. Throughout the course students are exposed to contemporary and historical examples of sculpture as well as other art forms from around the world via slides, actual sculptures, and films. Mixed media and the processes associated with it has a long history that reaches across cultures, and continue to be used by contemporary artists from all over the world. Exploring thee meaning and cultural context of the use of nails, mirrors, and natural fibers in a 19th century African wood sculpture, could be juxtaposed with a contemporary artist combining paper, metal, and poetry. Exposure to a diverse spectrum of different works of art creates a multicultural context within which the students define their own culture while exploring the expression of a variety of other cultures. They must ask themselves what they feel connected to personally while broadening their scope and understanding of how people from cultures other than their own have sought to define sculpture and in what cultural circumstances the artists are making art. Students have in depth group discussions and critiques where they share their individual perceptions of their work and their responses to the contextual examples to which they are exposed. This active dialogue surrounds them while they are making their own sculptures, influencing their creative and conceptual decisions, and allowing them to see the connections and complex relationships between their own culture and that of others.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	**Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. **Outcome*** Establish self-critiquing skills so as to develop autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *As students work on their projects they are exposed to works of art from many different time periods and cultures. When they are presented with these works a discussion of the circumstances in which the artists were working is included. For example, one cannot really discuss mixed media sculpture without looking into the cultural context from which the meaning of materials is derived. The history of art including the specific history of sculpture is a thread in a larger tapestry of historical events, which directly affect the production of art. Even Sculpture, literature, painting, architecture etc that do not contain overtly political subject matter have a place within the broader cultural histories. Students learn how socio political climate affects the nature*

	of expression within different cultures; how it affects the lives of artists, who is able to be an artist, and what they are able to make. They learn that within personal experience, whether their own or that of an individual artist in a different culture, is a link to a larger collective and political experience. While studio art courses do not examine history in a linear fashion, they present the opportunity to make connections between the personal and the collective, from one culture to another, and how this relates to their own creative expression.

C. Understanding of themselves and their natural and technological environments.	

D. Ability to reason qualitatively and quantitatively.	**Outcome:** Find and develop creative ways to solve problems using a variety of strategies for making mixed media sculpture. ***Explanation:*** *To produce a mixed media sculpture a student will need to use both qualitative and quantitative reasoning. Aesthetic decisions most often fall under qualitative reasoning (the exception would be if an artist were using qualitative methods to determine aesthetics, such as a numerical system.) However, in order to execute an aesthetic decision, the student will perform a series of tasks wholly based on qualitative reasoning. For example, to build an object in wood the student will have to plan their project, calculate the quantity of material required and its cost, measure the material, determine what tools he/she will need to learn how to use to manipulate it, perhaps perform some calculation of angles and how to cut them, determine how to clamp the material to obtain appropriate physical pressure if it requires lamination, etc. Creating a sculpture is a complex process, which involves an equal amount of qualitative and quantitative reasoning.*

E. Ability to conceptually organize experience and discern its meaning.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. **Outcome*** Establish self-critiquing skills so as to develop autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *Through studio art classes students take their personal and collective experiences and process it to create works of art. They learn the technical processes required to give form to their experiences and the resultant ideas. It is much like a creative writing class where we help them build the vocabulary and grammar*

	necessary to express themselves— the difference being that instead of words the students use physical materials, in this case mixed media which may include but is not limited to wood construction, metal, fibers, found objects etc. *As they learn the grammar of materials they develop the ability to cull from their experience and to express their ideas through sculptural form while simultaneously learning to analyze and interpret form. Making a sculpture is a complex process, which is ultimately about taking experience, organizing it physically and conceptually, and finding meaning within both the process of creation and the resulting sculpture.* *Once they have created a work of art, they must analyze it and decide what it means. Through the critique, which is a group discussion, they organize their experience of finished sculptures. They do this for both their own works of art and the sculptures made by their peers. Through the critique they discuss their experience of art works, analyzing their perceptions of the work and ultimately the content. The students thus organize experience and discern meaning on multiple levels. They organize their life experiences, which influence their creative ideas. They organize their experience of the materials and processes necessary to express themselves in sculptural form, and they have to analyze and discuss their experience of sculpture with their peers, culling from it interpretation and meaning.*

F. Aesthetic and artistic values.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. **Outcome:** * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome*** Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. ***Explanation:*** *There is no better place to learn aesthetic and artistic values than in an art class. In this course students learn these values through making sculpture themselves using plaster and clay techniques. The hands on process creates the opportunity to nurture the deepest appreciation of the artistic achievements of others, and to develop and grow one's appreciation for the visual and physical world in which we live. Aesthetics (or the absence of aesthetics) are pervasive in the physical environment. Through making things students gain a heightened awareness of aesthetics in everyday life. The more they look at the forms they make; the more observant they become of the world around them. Additionally, students are exposed to a wide array of art historical examples, which juxtapose works of art with very different aesthetic traditions and artistic values. The socio*

	political raw aesthetics of an installation artist from the 1960s might be juxtaposed with a refined figurative work from India. Raw, refined, minimal, maximal, ornate, sleek, whatever the adjective used to describe an object, there will always be a counter aesthetic of equal value. All studio art classes, including sculpture help students develop their understanding of differing aesthetic and artistic traditions, innovations, and values.

G. Understanding of the ethical and social requirements of responsible citizenship.	Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture.

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. Find and develop creative ways to solve problems using a variety of strategies for making sculpture 1. Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials, and techniques 2. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. 2. Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 3. Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. 3. Find and develop creative ways to solve problems using a variety of strategies for making sculpture 4. Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	5. Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques 5. Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	*In this course students create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with creating mixed media sculpture. By engaging in the process of making sculpture they find and develop ways of solving problems using a variety of strategies and techniques associated with combining different media which may include but is not limited to wood construction, fibers, found objects, etc. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. Through developing a heightened perception of the aesthetic qualities of the visual and physical world they are opened to new experiences with art. The course is a springboard to a whole world of the history of sculpture and its relationship to world history. Ultimately the course gives them the ability and resources to understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.* ,

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	*Mixed Media sculpture though generally thought of as a contemporary art form has historical roots in many different cultures. The materials associated with mixed media such as fiber, foam, wood, found objects natural and artificial continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art. As the students engage in creating their own works of art using mixed media they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They must find resources for materials and select the materials they want to work with enabling them to learn about chemicals, environmental impact, and resources for recycled materials. They are able to solve physical problems using a variety of strategies to work with these materials while they develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values.*

	Through the examination of diverse artworks from different cultures they encounter socio political issues and differing aesthetic traditions, which can be traced to cultural influence. They learn to communicate with each other about these differences and to respect each others unique perspectives and the perspectives presented by very different cultures. Through this they gain valuable skills in intercultural communication. Through the process of making sculpture, looking at historical and contemporary examples of sculpture, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Marie Sivak and Elizabeth Bilyeu	msivak@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 293	Course Title:	Figure Sculpture

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Develops creative problem solving skills through making figurative sculpture based on the study of the human form from professional models, nude and clothed. Applies various sculpting techniques and concepts to the study of the structure, form, and proportions of the human figure. Establishes critical skills necessary to evaluate figure sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290.

Course Outcomes:	*Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture *Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture *Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others *Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. *Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figurative sculpture. *Establish self-critiquing skills to develop autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

* understanding of their culture and how it relates to other cultures
* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture **Outcome*** Establish self-critiquing skills to develop autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome*** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others **Outcome*** Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ***Explanation:*** *In this course students engage in the process of making personal works of figurative sculpture. As they work on their own projects, they must decide what they want to make within the framework of the assignment. They have to decide what they value and how they might draw upon their personal experience and cultural background to create a work of art that is meaningful to them, but also has a relationship to the history of art.*

	Throughout the course students are exposed to contemporary and historical examples of figure sculpture as well as other art forms from around the world via slides, actual sculptures, and films. Students examine different figurative traditions(e.g. photo realism vs. a highly abstract ancient Mayan clay figure) Exposure to these diverse works of art creates a multicultural context within which the students define their own culture while exploring the expression of a variety of other cultures. They must ask themselves what they feel connected to personally while broadening their scope and understanding of how people from cultures other than their own have sought to define figure sculpture and in what cultural circumstances the artists are making art. Students have in depth group discussions and critiques where they share their individual perceptions of their work and their responses to the contextual examples to which they are exposed. This active dialogue surrounds them while they are making their own sculptures, influencing their creative and conceptual decisions, and allowing them to see the connections and complex relationships between their own culture and that of others.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	**Outcome***Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome***Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture **Outcome***Establish self-critiquing skills to develop autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *As students work on their projects they are exposed to figurative works of art from many different time periods and cultures. When they are presented with these works a discussion of the circumstances in which the artists were working is included. For example, one cannot really discuss the figure sculpturse of Honore Daumier without talking about his drawings, and prints or the French politicians his sculpture specifically satirizes, or the history of satire in literature and media. The history of art including the specific history of sculpture is a thread in a larger tapestry of historical events, which directly affect the production of art. Even sculpture, literature, painting, architecture etc that do not contain overtly political subject matter have a place within the broader cultural histories. Students learn how socio political climate affects the nature of expression within different cultures; how it affects the lives of artists, and what they are able to make. They learn that within personal experience, whether their own*

	or that of an individual artist in a different culture, is a link to a larger collective and political experience. While studio art courses do not examine history in a linear fashion, they present the opportunity to make connections between the personal and the collective, from one culture to another, and to their own creative expression.

C. Understanding of themselves and their natural and technological environments.	

D. Ability to reason qualitatively and quantitatively.	**Outcome:** Find and develop creative ways to solve problems using a variety of strategies for making figurative sculpture ***Explanation:*** *To produce a figurative sculpture a student will need to use both qualitative and quantitative reasoning. Aesthetic decisions most often fall under qualitative reasoning (the exception would be if an artist were using qualitative methods to determine aesthetics, such as a numerical system.) However, in order to execute an aesthetic decision, the student will perform a series of tasks that may involve quite a bit of qualitative reasoning. In figure sculpture the study of anatomy, and proportions of the human figure and the use of measurements to utilize these systems of representation are coupled with the visual reference of the model. . Measuring and visual approximation are combined to achieve a representation that looks like a human being. The result is a process that involves a complex dance between qualitative and quantitative reasoning*

E. Ability to conceptually organize experience and discern its meaning.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture **Outcome*** Establish self-critiquing skills to develop autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *Through studio art classes students take their personal and collective experiences and process it to create works of art. They learn the technical processes required to give form to their experiences and the resultant ideas. It is much like a creative writing class where we help them build the vocabulary and grammar necessary to express oneself. The difference is that instead of words the students use physical materials, in this case a variety of materials and processes used to create figurative sculptures.*

	As they learn the grammar of materials they develop the ability to cull from their experience and to express their ideas through sculptural form while simultaneously learning to analyze and interpret form. Making a sculpture is a complex process, which is ultimately about taking experience, organizing it physically and conceptually, and finding meaning within both the process of creation and the resulting sculpture. *Once they have created a work of art, they must analyze it and decide what it means. Through the critique, which is a group discussion, they organize their experience of finished sculptures. They do this for both their own works of art and the sculptures made by their peers.* *Through the critique they discuss their experience of art works, analyzing their perceptions of the work and ultimately the content. The students thus organize experience and discern meaning on multiple levels. They organize their life experiences, which influences their creative ideas. They organize their experience of the materials and processes necessary to express themselves in sculptural form, and they have to analyze and discuss their experience of sculpture with their peers, culling from it interpretation and meaning.*

F. Aesthetic and artistic values.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture **Outcome*** Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome*** Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figurative sculpture. ***Explanation:*** *There is no better place to learn aesthetic and artistic values than in an art class. In this course students learn these values through making figurative sculpture themselves using a variety of techniques. The hands on process creates the opportunity to nurture the deepest appreciation of the artistic achievements of others, and to develop and grow one's appreciation for the visual and physical world in which we live. Aesthetics (or the absence of aesthetics) are pervasive in the physical environment. Through making things students gain a heightened awareness of aesthetics in everyday life. The more they look at the forms they make; the more observant they become of the world around them. Additionally, students are exposed to a wide array of art historical examples, which juxtapose works of art with very different aesthetic traditions and artistic values. The socio political raw aesthetics of an installation artist from the 1960s might be*

	juxtaposed with a refined figurative work from India. Raw, refined, minimal, maximal, ornate, sleek, whatever the adjective used to describe an object, there will always be a counter aesthetic of equal value. All studio art classes, including sculpture help students develop their understanding of differing aesthetic and artistic traditions, innovations, and values.

G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Critieria 1. Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture Criteria 1. Create personal works of figurative sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials, and techniques Criteria 2. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others. Criteria 2. Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Criteria 3. Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. Criteria 3. Find and develop creative ways to solve problems using a variety of strategies for making sculpture Criteria 4. Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

	Criteria 5. Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques Criteria 5. Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personal works of figurative sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with making sculpture focused on the human form. By engaging in the process of making sculpture they find and develop ways of solving problems using a variety of strategies and techniques of working with clay, plaster, moldmaking, and casting. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figurative sculpture with others. Ultimately the course by exploring the the rich history of figurative sculpture gives the students the ability to understand, interpret, and enjoy sculpture of both the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ,

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Figure sculpture is perhaps one of the oldest art forms. Depictions of the human form in sculpture date as far back as 22,000 years. Many cultures all over the world have brought different approaches and values to describing the human form. It is also an art form that continues to grow as contemporary artists bring forward exciting new approaches to figurative sculpture. As the students engage in creating their own works of art they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. . They are able to solve physical problems using a variety of strategies to work with the figure as they develop a knowledge of the history of materials and their associated techniques, many of which have industrial and commercial applications in addition to being used to create works of art (such as mold making and creating prototypes for toys). They are able to interpret and discuss how different cultures have employed working with the human form aesthetically to express their values, and while doing so they must reflect on the values that their own work and

	the work of their peers describe. The human form is particularly conducive to this. Through the process of making sculpture, looking at historical and contemporary examples of sculpture, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Marie Sivak	msivak@pcc.edu

	Name	E-mail Address
SAC Chair	Eliabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 294	Course Title:	Sculpure : Metals

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving skills through making sculptures with various metal working techniques (including but not limited to: welding, cold connections, forming and finishing). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290, Art 292.

Course Outcomes:	* Find and develop creative ways to solve problems using a variety of strategies for making metal sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. * Establish self-critiquing skills so as to develop autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

* understanding of their culture and how it relates to other cultures
* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
* understanding of themselves and their natural and technological environments
* ability to reason qualitatively and quantitatively
* ability to conceptually organize experience and discern its meaning
* aesthetic and artistic values
* understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). **Outcome*** Establish self-critiquing skills so as to develop autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome*** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. **Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ***Explanation:*** *In this course students engage in the process of making personal works of sculpture in the medium of metal. As they work on their own projects, they must decide what they want to make within the framework of the assignment. They have to decide what they value and how they might draw upon their personal experience and cultural background to create a work of art that is meaningful to them, but also*

	has a relationship to the history of art. *Throughout the course students are exposed to contemporary and historical examples of sculpture as well as other art forms from around the world via slides, actual sculptures, and films. Metals have been used by many cultures within their sculptural traditions. Exposure to these diverse works of art creates a multicultural context within which the students define their own culture while exploring the expression of a variety of other cultures. They must ask themselves what they feel connected to personally while broadening their scope and understanding of how people from cultures other than their own have sought to define sculpture and in what cultural circumstances the artists are making art. Students have in depth group discussions and critiques where they share their individual perceptions of their work and their responses to the contextual examples to which they are exposed. This active dialogue surrounds them while they are making their own sculptures, influencing their creative and conceptual decisions, and allowing them to see the connections and complex relationships between their own culture and that of others.*

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	**Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). **Outcome*** Establish self-critiquing skills so as to develop autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *As students work on their projects they are exposed to works of art from many different time periods and cultures. When they are presented with these works a discussion of the circumstances in which the artists were working is included. For example, the sensibility of an artist working with psychological, semi autobiographical installations in the late 20th century may differ greatly from an artist working at the end of the 19th century in geometric figures. The cultural climate is part of these differences. The history of art including the specific history of sculpture is a thread in a larger tapestry of historical events, which directly affect the production of art. Even sculpture, literature, painting, architecture etc that do not contain overtly political subject matter have a place within the broader cultural histories. Students learn how socio political climate affects the nature of expression within different cultures; how it affects the lives of artists,*

	and what they are able to make. They learn that within personal experience, whether their own or that of an individual artist in a different culture, is a link to a larger collective and political experience. While studio art courses do not examine history in a linear fashion, they present the opportunity to make connections between the personal and the collective, from one culture to another, and to their own creative expression.

C. Understanding of themselves and their natural and technological environments.	

D. Ability to reason qualitatively and quantitatively.	**Outcome:** Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay. ***Explanation:*** *Producing a sculpture using metal working techniques such as welding, or cold forming involves both qualitative and quantitative reasoning. Aesthetic decisions most often fall under qualitative reasoning (the exception would be if an artist were using qualitative methods to determine aesthetics, such as a numerical system.) However, in order to execute any aesthetic decision, the student will perform a series of tasks that may actually rely more on qualitative reasoning. For example, create a complex form in metal a student would have to develop flat patterns to cut from sheets of steel. They will need to measure these, figure out what tools are needed to cut the sheets and decide on the method of fastening the sheets together and how to bend or give them form. They may need to use a welding torch to heat the metal to the appropriate temperature. These technical skills involve a high degree of quantitative reasoning.*

E. Ability to conceptually organize experience and discern its meaning.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). **Outcome*** Establish self-critiquing skills so as to develop autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ***Explanation:*** *Through studio art classes students take their personal and collective experiences and process it to create works of art. They learn the technical processes required to give form to their experiences and the resultant ideas. It is much like a creative writing class where we help them build the vocabulary and grammar necessary to express oneself— the*

	difference being that instead of words the students use physical materials, in this case a variety of techniques for working with metal. *As they learn the grammar of materials they develop the ability to cull from their experience and to express their ideas through sculptural form while simultaneously learning to analyze and interpret form. Making a sculpture is a complex process, which is ultimately about taking experience, organizing it physically and conceptually, and finding meaning within both the process of creation and the resulting sculpture.* *Once they have created a work of art, they must analyze it and decide what it means. Through the critique, which is a group discussion, they organize their experience of finished sculptures. They do this for both their own works of art and the sculptures made by their peers. Through the critique they discuss their experience of art works, analyzing their perceptions of the work and ultimately the content. The students thus organize experience and discern meaning on multiple levels. They organize their life experiences, which influence their creative ideas. They organize their experience of the materials and processes necessary to express themselves in sculptural form, and they have to analyze and discuss their experience of sculpture with their peers, culling from it interpretation and meaning.*

F. Aesthetic and artistic values.	**Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). **Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome*** Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. ***Explanation:*** *There is no better place to learn aesthetic and artistic values than in an art class. In this course students learn these values through making sculpture themselves using metal working techniques. The hands on process creates the opportunity to nurture the deepest appreciation of the artistic achievements of others, and to develop and grow one's appreciation for the visual and physical world in which we live. Aesthetics (or the absence of aesthetics) are pervasive in the physical environment. Through making things students gain a heightened awareness of aesthetics in everyday life. The more they look at the forms they make; the more observant they become of the world around them. Additionally, students are exposed to a wide array of art historical examples, which juxtapose works of art with very different aesthetic traditions and artistic values. The socio political raw aesthetics of an installation artist from the 1960s might be juxtaposed with a refined figurative work from India. Raw, refined, minimal, maximal, ornate, sleek,*

	whatever the adjective used to describe an object, there will always be a counter aesthetic of equal value. All studio art classes, including sculpture help students develop their understanding of differing aesthetic and artistic traditions, innovations, and values.

G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Criteria 1** **Outcome*** Find and develop creative ways to solve problems using a variety of strategies for making metal sculpture **Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials, and techniques **Criteria 2** **Outcome*** Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. **Outcome*** Establish self-critiquing skills to develop autonomous expression through welded sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome***Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Criteria 3.**

	Outcome* Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Outcome*** Find and develop creative ways to solve problems using a variety of strategies for making metal sculpture **Outcome*** Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). **Criteria 4.** **Outcome*** Establish self-critiquing skills to develop autonomous expression through welded metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome***Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. **Criteria 5.** **Outcome*** Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques **Outcome***. Establish self-critiquing skills to develop autonomous expression through welded sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. **Outcome*** Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	*In this course students create personal works of metal sculpture using a variety of techniques which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with making metal sculpture. By engaging in the process of making sculpture they find and develop ways of solving problems. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. Through*

	developing a heightened perception of the aesthetic qualities of the visual and physical world they are opened to new experiences with art. The course is a springboard to a whole world of the history of sculpture and its relationship to world history. Ultimately the course gives them the ability and resources to understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. ,

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	*Metal sculpture has historical roots in many different cultures for many thousands of years. Metals continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art. As the students engage in creating their own works of art I they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They must find resources for materials and select the materials they want to work with enabling them to learn about chemicals, environmental impact, and recycled material. They are able to solve physical problems using a variety of strategies using different processes to form and fuse metal as they develop a knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making sculpture, looking at historical and contemporary examples of sculpture, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.*
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☒ course number
☐ title
☐ description (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department		Submitter name Phone Email	
Current prefix and number	ESOL 159	Proposed prefix and number	ESOL 59
Current course title		Proposed title (60 characters max)	
# Credits		Proposed transcript title **(30 characters max)**	
Reason for title change	**To align with the other ESOL courses which have credit and non-credit options.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Provides English language support for ESOL learners while they are concurrently enrolled in the designated CTE courses. Runs 80 hours per term concurrently. Department permission required.	

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• 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	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

reviewing the inventory of related instruction templates.	☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanna Sullivan	Joanna.sullivan@pcc.edu	August 17, 2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	August 17, 2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☒ course number
☐ title
☐ description (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department		Submitter name Phone Email	
Current prefix and number	ESOL 59	Proposed prefix and number	ESOL 59N
Current course title		Proposed title (60 characters max)	
# Credits		Proposed transcript title **(30 characters max)**	
Reason for title change	**To align with the other ESOL courses which have credit and non-credit options.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Provides language support for ESOL learners while they are concurrently enrolled in the CTE courses. Runs 80 hours per term concurrently with an associated credit academic program. Prerequisite:	

Placement into ESOL Level 5 or 6 in all three skill levels or receive instructor permission, and be concurrently enrolled in an associated academic program.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
· 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	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanna Sullivan	Joanna.sullivan@pcc.edu	August 17, 2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	August 17, 2011

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☒ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fire Protection Technology	Submitter name Phone Email	Ed Lindsey
Current prefix and number	FP 111	Proposed prefix and number	Same
Current course title	Firefighter 1 Skills Academy	Proposed title (60 characters max)	Fire Academy Part 1
# Credits	10	Proposed transcript title **(30 characters max)**	Fire Academy Part 1
Reason for title change	**Reduce confusion with OR State Fire Fighter I and Fire Fighter II certification which requires completion of both FP 111 and FP 112**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers basic tools, procedures, techniques and safety precautions utilized by firefighters, during fire ground operations. Includes comprehensive training in all aspects of basic firefighting skills. Knowledge obtained from classroom	Covers basic tools, procedures, techniques and safety precautions utilized by firefighters, during fire ground operations. Includes comprehensive training in individual firefighting skills. Knowledge obtained from classroom instruction is transferred to drill ground application, during hands-on training. Prerequisite: WR

instruction is transferred to drill ground application, during hands-on training. Designed to meet NFPA Standard 1001 "Firefighter I" training requirements with the exception of the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and FP 101.	115, RD 115 and MTH 20 or equivalent placement test scores, and FP 101.
Reason for change	**Reduce confusion with OR State Firefighter I certification which requires completion of both FP 111 and FP 112**

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be prepared to meet National Fire Protection Association (NFPA) Standard 1001, Chapter 5 with the exception of Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, and the Oregon Department of Public Safety Standards and Training (DPSST).	Upon completion of FP 111 and FP 112; students will be prepared to meet National Fire Protection Association (NFPA) Standard 1001, Chapter 5 and Chapter 6 with the exception of Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, and the Oregon Department of Public Safety Standards and Training (DPSST) Fire Fighter I and Fire Fighter II excluding the duty requirement.
Reason for change	Combine the outcomes of FP 111 Fire Academy Part 1 with the Outcomes of FP 112 Fire Academy Part 2 to meet the requirements of the National Fire Protection Association Standard 1001 and Oregon Department of Public Safety Standards and Training Fire Fighter I and Fire Fighter II excluding duty requirements.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
☒ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fire Protection Technology	Submitter name Phone Email	Ed Lindsey
Current prefix and number	FP 112	Proposed prefix and number	Same
Current course title	Firefighter II Skills Academy	Proposed title (60 characters max)	Fire Academy Part 2
# Credits	7	Proposed transcript title **(30 characters max)**	Fire Academy Part 2
Reason for title change	**Reduce confusion with OR State Fire Fighter I and Fire Fighter II certification which requires completion of both FP 111 and FP 112**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Designed to meet NFPA Standard 1001 "Firefighter II" training requirements, this course continues to develop basic fire fighter skills learned in FP 111 while increasing technical knowledge of fire ground operations, placing more emphasis	Covers tools, procedures, techniques and safety precautions utilized by firefighters, during fire ground operations. Includes comprehensive training in firefighting skills related to fire company evolutions. Knowledge obtained from classroom instruction is transferred to drill ground application, during hands-on

on team skills, through evolutions, and live fire training. Prerequisite: FP 111.	live fire training. Prerequisite: FP 111.
Reason for change	**Reduce confusion with OR State Firefighter I certification which requires completion of both FP 111 and FP 112**

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students complete all training and education requirements for "FirefighterII" Level Certification, per the National Fire Protection Association (NFPA), Standard 1001, Chapter 6, and the Oregon Dept. of Public Safety Standards & Training (DPSST).	Upon completion of FP 111 and FP 112; students will be prepared to meet National Fire Protection Association (NFPA) Standard 1001, Chapter 5 and Chapter 6 with the exception of Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, and the Oregon Department of Public Safety Standards and Training (DPSST) Fire Fighter I and Fire Fighter II excluding the duty requirement.
Reason for change	Combine the outcomes of FP 111 Fire Academy Part 1 with the Outcomes of FP 112 Fire Academy Part 2 to meet the requirements of the National Fire Protection Association Standard 1001 and Oregon Department of Public Safety Standards and Training Fire Fighter I and Fire Fighter II excluding duty requirements.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Fire Protection Technology	Submitter name, phone, and email	Ed Lindsey
Course prefix and number	FP 123	Course title	Haz Mat Awareness/Operations

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	20
Lecture/Lab	0	Lecture/Lab	20
Lab	0	Lab	0
Total contact hours/term	30	Total contact hours/term	40
Total credits	3	Total credits	3
Reason for change:	To meet recently adopted National Fire Protection Association (NFPA) 1001 Standard; Fire Fighter I and Fire Fighter II. Current 1001 Standard requires individuals to demonstrate proficiency in specific Hazardous Materials tasks required in NFPA 472. Example, emergency decontamination, Donning of protective clothing and respiratory protection and product control.		

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☐ Yes ☒ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☒ Next available term after approval ☐ Specific term

This request will be pending until the hard copy with appropriate signatures is received by the curriculum office. Missing information may cause this request to be returned and deleted.

After submitting this form a confirmation, cost impact form, and signature page will be sent to the submitter's email address.

Then a hard copy of the request and the signature page must be signed and forwarded to the curriculum office to complete the process

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the 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	Fire Protection	Submitter name Phone Email	Doug Smith 503-978-8852 doug.smith@pcc.edu
Current prefix and number	FP 200	Proposed prefix and number	
Current course title	Fire Service Hydraulics and Water Supply	Proposed title (60 characters max)	Fire Apparatus Driver/Operator I
Reason for title change	The new title better reflects the contents of the course and is in line with NFPA 1002 standard title and the Oregon Department of Public Safety Standards and Training course.	Proposed transcript title (30 characters max)	Fire App Driver/Operator I

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Fire Service Hydraulics & Water Supply provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems. Recommend: MTH 65	Covers practical procedures, techniques, and safety precautions used while operating fire apparatus. Includes fire apparatus inspection and preventive maintenance, driving laws and policies specific to fire apparatus operators, maneuver a vehicle, and apparatus positioning. Recommend: MTH 65 Prerequisite: FP 112

Reason for change	Create a accurate description of class activities.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
Apply mathematic calculations and the principles of physics to the movement of water in fire suppression activities. Use an understanding of the design principles of fire service pumping apparatus to determine the volume and pressure required to flow appropriate amounts of water through hand lines, appliances and nozzles to provide an effective water stream. Analyze community fire flow demand criteria. Demonstrate, through problem solving a thorough understanding of the principles of forces that affect water at rest and in motion.	Students are to be prepared to meet National Fire Protection Association 1002, Standard for Fire Apparatus Driver/Operator Professional Qualifications, Chapter 4, General Requirements excluding the road course.
Reason for change	New learning outcomes are concurrent with the national and state standards for this course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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: FP 232	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: FP 112	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window
☐ course number
X☐ title
X☐ description (include requisites)
X☐ outcomes
X☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075
Current prefix and number	HIM 293	Proposed prefix and number	HIM 293
Current course title	Health Information Directed Practice 2	Proposed title (60 characters max)	Health Information Directed Practice
# Credits	1	Proposed transcript title **(30 characters max)**	Health Info Directed Practice
Reason for title change	Updating this course so that there is only one Health Information Directed Practice course. The SAC will delete HIM 292 (Health Information Directed Practice 1) so there is no need for a number in the title.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Work under supervision of facility personnel in local health care facilities. Experience actual working conditions and various aspects of medical records.	Perform health information management functions utilizing medical record technologies in a classroom simulation and/or under the direct supervision of facility personnel in local health care facilities.

Reason for change	We are adding an extra credit to the course and will require students to complete further assignments using our program's simulated electronic records system since they may not have the opportunity to use this technology in the actual health care directed practice site.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students who successfully complete this course will be able to: 1. Demonstrate competency in a variety of skills required of Registered Health Information Technicians. 2. Correctly assign ICD9-CM diagnosis and procedure codes to hospital inpatient records. 3. Analyze records to assure that the documentation in the record supports the diagnosis and reflects the progress, clinical findings, and discharge status. 4. Collect and report data on incomplete records and timeliness of record completion. 5. Audit filing and retrieval systems for accuracy. 6. Release patient information to third party payers. 7. Respond to a subpoena for a medical record. 8. Design and implement a questionnaire for collection of data. 9. Present data in verbal and written forms. 10. Perform a data research request including determination of data needed, collection of data, and presentation of data. 11. Perform generic screening on medical records and design graphic display of results. 12. Consistently display a professional attitude.	Students who successfully complete this course will be able to: 1. Utilize knowledge and apply skills required of a Registered Health Information Technician (RHIT) in a Health Information Management department setting. 2. Analyze patient health records for purposes of improving documentation quality, assignment of diagnosis and procedural billing codes, and collection and reporting of data for internal and external customers. 3. Work within the ethical and professional parameters of the HIM code of ethics as outlined by the American Health Information Management Association. http://library.ahima.org/xpedio/groups/public/documents/ahima/bok1_024277.hcsp?dDocName=bok1_024277

13. Demonstrate both written and oral communication skills. 14. Audit transcribed reports for timeliness and accuracy	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: HIM 270	X☐ 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	X☐ Next available term after approval

term	☐ 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
Ann Wenning	awenning@pcc.edu	6/29/11
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Health Information Management	Submitter name, phone, and email	Ann Wenning 971-722-5075 awenning@pcc.edu
Course prefix and number	HIM 293	Course title	Health Information Management Directed Practice

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	
Lab	1	Lab	2
Total contact hours/term	40	Total contact hours/term	60
Total credits	1	Total credits	2

Reason for change:	We are deleting HIM 292 practicum course which was one credit, and increasing the hours for HIM 293 practicum. The additional credit hours will also require students to complete further assignments using our program's simulated electronic records system since they may not have the opportunity to use this technology in the actual health care directed practice sites.

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.

X☐ Yes ☐ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

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?

☐ Yes X☐ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☐ No	If yes, please describe	N/A
Implementation term		X☐ Next available term after approval ☐ Specific term

This request will be pending until the hard copy with appropriate signatures is received by the curriculum office. Missing information may cause this request to be returned and deleted.

After submitting this form a confirmation, cost impact form, and signature page will be sent to the submitter's email address.

Then a hard copy of the request and the signature page must be signed and forwarded to the curriculum office to complete the process

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Mathematics	Submitter name Phone Email	Scot Leavitt x4478 sleavitt@pcc.edu
Current prefix and number	**MTH 91**	Proposed prefix and number	N/A
Current course title	**Intermediate Algebra Part I**	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description	Proposed Description
Functions are explored graphically and symbolically with an emphasis on function notation. Functions, equations and graphs involving linear rational, and absolute value expressions are investigated. Technology is integrated throughout. A graphing calculator is required: TI 89/92 plus or Voyage 200 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisite: MTH 63, MTH 65 or MTH 70 and placement into WR 115. Audit available.	Explores functions are graphically and symbolically with an emphasis on function notation. Investigates functions, equations and graphs involving linear rational, and absolute value expressions. Technology is integrated throughout. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisite: MTH 63, MTH 65 or MTH 70 and placement into WR 115. Audit available.
Reason for change	Oops. I forgot about MTH 91 and 92 when we were updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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	We are updating the calculator options for the course.
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
Scot Leavitt/Dave Hall	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Mathematics	Submitter name Phone Email	Scot Leavitt x4478 sleavitt@pcc.edu
Current prefix and number	**MTH 92**	Proposed prefix and number	N/A
Current course title	**Intermediate Algebra Part II**	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	N/A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description	Proposed Description
Functions are explored graphically and symbolically with an emphasis on function notation. Functions, equations and graphs involving quadratic, rational, and radical expressions are investigated. Technology is integrated throughout. A graphing calculator is required: TI 89/92 plus or Voyage 200 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisites: MTH 91 and placement into WR 115. Audit available.	Explores functions graphically and symbolically with an emphasis on function notation. Investigates functions, equations and graphs involving quadratic, rational, and radical expressions. Technology is integrated throughout. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisites: MTH 91 and placement into WR 115. Audit available.
Reason for change	Oops. I forgot about MTH 91 and 92 when we were updating the calculator requirements. We are expanding from recommending only Texas Instruments calculators to now include a specific Casio calculator.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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	We are updating the calculator options for the course.
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
Scot Leavitt/Dave Hall	sleavitt@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Medical Assisting	Submitter name, phone, and email	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Course prefix and number	MA 180	Course title	Coding and Reimbursement

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	1 credit	Lecture	2 credit
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total TERM contact hours	10 contact hours	Total TERM contact hours	20 contact hours
Total credits	1	Total credits	2
Reason for change:	Every year when this class is assessed the complaint from the students is that the class needs to be longer. I am struggling every term to cover the needed material in only 10 contact hours.		

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☐ 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?

☐ Yes X No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes X No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes X No	If yes, please describe	No impact
Implementation term		X Next available term after approval ☐ Specific term

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