CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
November 3, 2010
Sylvania CC, Conference Rm B

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

Experimental Courses:

PE 199 Hiking
MM 299K – Digital Video Edit/Post Production II
PL 199 – Paralegal Portfolio
MUC 199 – Contemporary Singing II
CJA 299G – Intelligence Analysis and Security Management
TA 299C – Acting for the Camera
ARCH 299 - Intermediat SketchUp

Course Inactivation:
None

Available Grading Option:

AM 280A – CE: Automotive Service

3:00 pm Steve Smith - Green Technician Certificate

Old Business:

342. MA 123 – Medical Office Clinical Procedures
Related Instruction
Withdrawn at SAC Request

343. MA 124 – Medical Office Clinical Procedures Lab
Related Instruction
Withdrawn at SAC Request

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

349. MA 120 – Introduction to Clinical Phlebotomy
New Course

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

New Business:

54. MA 125 – Administrative Directed Practice
Course Revision – Number, Title, Des, Req, Out (changed to MA 270, 6 credits)

55. FP 101 – Intro to Fire
Course Revision – Title, Des, Out

56. FP 111 – Firefighter I Skills Academy
Course Revision – Des, Req, Out

57. BI 112 – Cell Biology for Health Occupations
Course Revision – Out

58. BI 112 – Cell Biology for Health Occupations
Designation – General Education

59. BI 234 – Microbiology
Course Revision – Out

60. BI 234 – Microbiology
Designation – General Education

61. ID 125 – Computer Drafting for Interior Design
Related Instruction

62. HST 201 – History of the U.S. - I
Designation – Cultural Literacy

63. HST 202 – History of the U.S. – II
Designation – Cultural Literacy

64. HST 218 – Native American Indian History
Course Revision – Des, Out

65. HST 218 – Native American Indian History
Designation – Cultural Literacy

66. HST 246 – Religion in U.S. to 1840
Course Revision – Des, Out

67. HST 246 – Religion in U.S. to 1840
Designation – Cultural Literacy

68. D 121 – Conditioning for Dance
New Course

69. D 152 – Introduction to Dance
New Course

70. D 260 – Dance Improvisation
New Course

71. GS 106 – Physical Science (Geology)
Course Revision – Out

72. GS 106 – Physical Science (Geology)
Designation – General Education

73. GS 107 – Physical Science (Astronomy)
Course Revision – Out

74. GS 107 – Physical Science (Astronomy)
Designation – General Education

75. GS 108 – Physical Science (Oceanography)
Course Revision – Out

76. GS 108 – Physical Science (Oceanography)
Designation – General Education

77. GS 109 – Physical Science (Meteorology)
Course Revision – Out

78. GS 109 – Physical Science (Meteorology)
Designation – General Education

79. G 207 – Geology of the Pacific Northwest
Course Revision – Out

80. G 207 – Geology of the Pacific Northwest
Designation – General Education

81. G 208 – Volcanoes and Their Activity
Course Revision – Out

82. G 208 – Volcanoes and Their Activity
Designation – General Education

83. G 209 – Earthquakes
Course Revision – Out

84. G 209 – Earthquakes
Designation – General Education

85. G 291 – Elements of Rocks and Minerals
Course Revision – Out

86. G 291 – Elements of Rocks and Minerals
Designation – General Education

87. AB 100 – Auto Body Basic Skills
Related Instruction

88. AB 105 – Frame Analysis & Repair
Related Instruction

89. AB 106 – Panel Repair
Related Instruction

90. AB 201 – Panel Replacement
Related Instruction

91. AB 205 – Technical Skills/Collision Repair
Related Instruction

92. AB 100 – Autobody Basic Skills
Course Revision – Title, Des, Out

93. AB 105 – Frame Analysis & Repair
Course Revision – Out

94. AB 106 – Panel Repair
Course Revision – Des, Req, Out

95. AB 116 – Auto Painting I
Course Revision – Out

96. AB 117 – Auto Painting II
Course Revision – Out

97. AB 118 – Auto Painting III
Course Revision – Out

98. AB 201 – Panel Replacement
Course Revision – Des, Req, Out

99. AB 205 – Technical Skills/Collision Repair
Course Revision – Des, Out

100. AB 280A – CE: Auto Body Repair
Course Revision – Req, Out

101. AB 280B – CE: Auto Body Repair – Seminar
Course Revision – Req, Out

102. ARCH 237 – Introduction to Autodesk Revit
Course Revision – Title, Des

103. DH 204A – Dental Hygiene Practice IV
New Course

104. DH 204B – Dental Hygiene Practice IV
New Course

105. BCT 150 – Mechanical Electrical and Plumbing
Contact/Credit Hour Change

106. ED 100 – Introduction to Education
Related Instruction

107. ED 124 – Instructional Strategies – Math/Science
Related Instruction

108. ED 263 – Portfolio Development
Related Instruction

109. ED 263 – Portfolio Development
Course Revision - Req

Portland Community College

Contact and/or Credit Hour Change

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

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

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

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

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

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

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

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

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

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Medical Assisting		Submitter name phone and email	Jin Kim
Prefix and Course Number:	MA 120		Credits:	1
Course Title: (60 characters max)	Introduction to Clinical Phlebotomy		Transcript Title (30 characters max)	Intro to Clinical Phlebotomy
Can this class be repeated?	☐ Yes X No	How many times?	Contact hours:	Lecture: Lec/lab: 2 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)

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

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course	This course will be taken as part of first term for students officially accepted into the Medical Assisting program. The prereq would state "Dept Permission Needed".		

description:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	**1.** Use effective communication that represents competence and professionalism in the laboratory setting **2.** Abide HIPAA laws and its implications in the laboratory setting; **3.** Perform phlebotomy and capillary specimen collection **4.** Collect and prepare a variety of basic laboratory specimens **5.** Perform basic laboratory testing and associated quality control **6.** Use laboratory safety techniques when collecting specimens and performing laboratory testing
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Students will be given lecture quizzes and exams. There is also a scheduled final examination. 2. Laboratory Assessment – Students will be evaluated on an on-going basis for their skills in the blood collection techniques. A log of successful, unaided venipunctures and skin punctures must be kept. These logged-in specimens will be signed off by the instructor after assessing proper technique.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	1. Articulate and demonstrate the phlebotomist's role in the overall healthcare delivery system. 2. Demonstrate awareness of the governmental laws and guidelines regulating the laboratories, including quality assurance and safety. 3. To perform the various blood collection techniques under the direction of qualified instructors, in a safe and timely manner. 4. Demonstrate the use of various types of equipment, including syringes, needles, evacuated tubes, PPE, vacutainer supplies, anticoagulants and preservatives used in blood collection techniques. 5. Demonstrate the role of the professional phlebotomist as a front-line representative of the clinical laboratory. 6. Demonstrate a basic understanding of the anatomy and physiology of the human body systems as related to the profession of phlebotomy and medical assisting. 7. Demonstrate the importance and understanding of appropriate personnel in the health care setting, patient interactions, and legal implications as they apply to the work environment.

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	Students tend to struggle greatly when they reach their second term class, MLT 100. They complain that they feel unprepared to begin phlebotomy on top of learning all the other clinical laboratory skills and

	tests.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X Yes ☐ No
Name of certificate(s):	Medical Assisting Certificate	# credit: 43
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	n/a
Implementation term:	X Next available term after approval ☐ Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

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

General Education/Discipline Studies Request Form

Course Eligibility for the General Education/Discipline Studies List

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

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

2. Verify Course Transfer Status.

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. This is especially important for courses on our Gen Ed/Discipline Studies list, because students assume that such courses will at least count toward the Gen Ed requirements or towards a major degree requirement at a university. Faculty should communicate with colleagues at one or more OUS school to ascertain how the course will transfer. (Is there an equivalent lower division course at the University? Will a department accept the course for its major or minor requirements? Will the course be accepted as part of the University's distribution requirements? Will the course only be accepted for elective credit?)

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

If this request is accompanying a New Course Request, the New Course Request will continue forward separately and the Gen Ed/Discipline Studies request will be put on hold pending state approval of the new course. We cannot contact OUS schools to obtain official documentation about the transferability of a course until the course has state approval. Once the state has approved the new course, then the Curriculum Office will contact the OUS schools and the General Education Request process above will continue.

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

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

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

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

General Education/Discipline Studies Request Form

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

General Education/Discipline Studies Designation Request Form

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Course Information

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

To what category does this course belong?

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

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

Yes x No

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

The General Education Philosophy Statement

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

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

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

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

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

General Education/Discipline Studies Request Form

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

The photograph as an aesthetic and a cultural document

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

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

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

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

4. Ability to reason qualitatively and quantitatively.

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

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

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

6. Aesthetic and artistic values.

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

General Education/Discipline Studies Request Form

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

General Education/Discipline Studies Outcomes

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

Arts and Letters

A course in Arts & Letters should:

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

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

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

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

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

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

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

Social Sciences

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

General Education/Discipline Studies Request Form

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

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

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

General Education/Discipline Studies Request Form

Science, Computer Science, and Mathematics

A course in Science/Computer Science/Mathematics should:

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

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
X course number
X 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	Medical Assisting	Submitter name Phone Email	Jin Kim 971-722-5664 jin.kim2@pcc.edu
Current prefix and number	MA 125 MA 133 MA 147	Proposed prefix and number	MA 270
Current course title	Administrative Directed Practice Clinical Directed Practice Specialty Directed Practice	Proposed title (60 characters max)	Clinical Practicum
Reason for title change	Combining three practicums into one	Proposed transcript title (30 characters max)	**Clinical Practicum**

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
MA 125 – Develop proficiency in administrative duties and other office management tasks in a medical clinic/physician office setting. Department permission required. **MA 133** – Develop proficiency in identification and care of equipment, sterile technique and asepsis, diagnostic and	Practice administrative skills, clinical skills, or a combination of both in a medical clinic/physician office setting. Department permission required.

examination procedures, therapy, surgery, medications (pharmacology and administration) and handling of medical emergencies in a medical clinic/physician office setting. Concurrent enrollment in MA 131 and MA 13. Department permission required. Prerequisite: MA 123, MA 124, MLT100, MP 104, HE112 **MA 147** – Practice administrative skills, clinical skills or a combination of both in a medical clinic/physician office setting. Work two four-day, eight hour rotations and attend one six hour seminar at Portland Community College. Prerequisite: MA 125, 133, 134.	
Reason for change	Consolidating three practicums into a one complete practicum. Course descriptions needed to be cleaned up and simplified into one.

LEARNING OUTCOMES: Describe what 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. Identify, administer, and document medications based on usage outcomes, side effects and according to the principles of the 6 rights in a clinical setting. 2. Collect, process, and test diagnostic specimens and document follow-up on results in a clinical setting. 3. Apply current up-to-date quality control and safety principles in the workplace. 4. Skillfully assist, perform and document routine clinical procedures according to office protocol. 5. Effectively apply verbal, nonverbal and written communication principles and skills in the workplace. 6. Maintain ethical standards and confidentiality for patient privacy and practice integrity.
Reason for change	We currently don't have any outcomes.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following	

prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: MA 123, 124, 125, 133, 134	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MLT 100, MP 104, HE112	X Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
X Placement into: . Needs department permission to register for this course			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	
Implementation term	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
Jin Kim	jin.kim2@pcc.edu 10/19/2010	
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu 10/19/2010	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fire Protection	Submitter name Phone Email	Doug Smith 978-5582 doug.smith@pcc.edu
Current prefix and number	FP 101	Proposed prefix and number	
Current course title	Intro to Fire Protection	Proposed title (60 characters max)	Principles of Emergency Services
Reason for title change	To align with the National Fire Academy course name recommended by Fire and Emergency Service Higher Education	Proposed transcript title (30 characters max)	Prin of Emerg Services

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
Studies the history and development of fire service as well as safety and security movements. Identifies general fire hazards and their causes and how to apply fire protection principles.	Introduces the Emergency Services. Explores career opportunities and requirements for emergency service responders. Related topics will be introduced such as nomenclature, history, basic chemistry and physics, life safety initiatives, laws and loss analysis. Introduces fire protection systems, specific fire protection functions, organization and function of public and private emergency services. This course is the pre-requisite for FP 111.

Reason for change	Clean up the wording by using active verbs and to reflect a more accurate description of the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
REQUIRED STUDENT COMPETENCIES: A. Describe the basic requirements for entering the fire service and related fields. B. Describe the history of the fire service and how its roles and responsibilities have changed and how these changes effect today's communities. C. Describe a typical fire service organizational structure, its components and related activities. D. Describe common types of fire apparatus and equipment used by local fire departments. E. Describe private fire protection systems and equipment that compliment public fire protection activities. F. Define basic fire behavior terms as related to fire protection and suppression. G. Demonstrate typical radio and telephone operations for the receipt and processing of emergency and non-emergency communications.	Students will be prepared to meet the outcomes set forth by the Fire and Emergency Service Higher Education Program, course Principles of Emergency Services established by the U. S. Fire Administration's National Fire Academy (NFA).
Reason for change	New learning outcomes are concurrent with the national 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:	☐ 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

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Section #1 General Information			
Department	Fire Protection	Submitter name Phone Email	Doug Smith 503-978-5582 doug.smith@pcc.edu
Current prefix and number	FP 111	Proposed prefix and number	
Current course title	Firefighter I Skills Academy	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 meet NFPA Standard 1001 "Firefighter I" training requirements, this course provides a program that presents comprehensive training in all aspects of basic firefighting skills. Knowledge obtained from classroom instruction is transferred to drill ground application, during hands-on training. Students study basic tools, procedures, techniques and safety precautions utilized by fire fighters, during fire ground operations. PCC	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 instruction is transferred to drill ground application, during hands-on training. Design 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

department application acceptance required.	Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.
Reason for change	Clean up the wording by using active verbs and present an accurate description of what is done 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 complete all training and education requirements for "Firefighter I" Level Certification, per the National Fire Protection Association (NFPA), Standard 1001, Chapter 5, and the Oregon Dept. of Public Safety Standards & Training (DPSST).	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).
Reason for change	Clean up the wording to use active verbs and reflect a more accurate course content.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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 101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by	☐ yes

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

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
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Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology	Submitter name Phone Email	Nancy Briggs 503-977-4866
Current prefix and number	BI 112	Proposed prefix and number	
Current course title	Cell Biology for Health Occupations	Proposed title (60 characters max)	
Reason for title change	no change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
A laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	no change

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

Current learning outcomes	New learning outcomes
Intended Outcomes for the course A student will collaboratively and independently: A. Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. B. Increased preparedness for prerequisite courses for health science programs. C. Collaboration as a leader and as a group member in studies using the scientific method. D. Application of biological and chemical principles of cell function for higher level science courses, careers, and lifestyle choices. E. Increased communication skills using appropriate scientific vocabulary.	**Intended Outcomes for the course** A student will collaboratively and independently: A. Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. B. Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences. C. Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths. D. Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our society.

Reason for change	Gen Ed revision

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name E-mail	Address
Person Submitting This Request	Linda Fergusson-Kolmes Nancy Briggs	linda.fergussonkolmes@pcc.edu

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

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

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

7. Complete the following Course Information:			
Course Prefix and Number:	BI 112	Course Title:	Cell Biology for Health Occupations

Course Credits:	5	Gen Ed Category:	Science

Course Description:	**BI 112 Cell Biology for Health Occupations 5:00** A laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	A. Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. B. Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences. C. Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths. D. Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our 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:

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

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

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

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

A. Understanding of their culture and how it relates	

to other cultures.	

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

C. Understanding of themselves and their natural and technological environments.	Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences and for an appreciation of the complexity of biological systems

D. Ability to reason qualitatively and quantitatively.	Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. This requires the ability to reason both qualitatively and quantitatively

E. Ability to conceptually organize experience and discern its meaning.	Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our society.

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

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

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

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

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

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

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

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

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science. Use an understanding of biological and chemical principles of cell function as a base for further learning in the health sciences. Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths. Use scientific vocabulary and an understanding of the scientific method to critically evaluate current health issues in our 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 "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	-lecture material and subsequent exam questions ask students to demonstrate their comprehension of current scientific theories and the historical context of some widely accepted models -laboratory exercises allow students to develop technical skills, hypothesize, participate in inquiry-based activities and evaluate data -laboratory research paper requires student to find sources, develop a hypothesis based on current knowledge and evaluate data from experiment using standard research paper format conventions.

How does the course enable a student to "apply scientific and technical modes of	-laboratory and field exercises involve exploration of the scientific method; hypothesis generation, data collection and drawing conclusions based on data

inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	-students are required to develop hypotheses as a group and design appropriate protocols to test those hypotheses in lab -class discussions explore current relevant ethical issues in health care related science, e.g. genetic manipulation, antibiotic resistance etc

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	-research paper requires use of primary scientific literature -class discussion of role of technology on the development of certain scientific models (e.g. fluid mosaic model of membranes) -class discussion of the expanding role of biotechnology in society e.g. GMO foods, gene therapy, xenotransplantation
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.	

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☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department Biology		Submitter name Phone Email	Nancy Briggs 503-977-4866
Current prefix and number	Bi 234	Proposed prefix and number	
Current course title	Microbiology	Proposed title (60 characters max)	
Reason for title change	No Change	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Lecture, recitation, and laboratory cover: bacterial identification, morphology, metabolism and genetics; bacterial, viral, and parasitic relationships with human health and disease; and basic immunology. Laboratory stresses aseptic technique, bacterial identification and physiology using a variety of media, culturing techniques, and staining techniques. Recommend BI 231. Prerequisites: BI 112 or (BI 211 and BI 212) and their prerequisite requirements.	

Reason for change	No Change

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

Current learning outcomes	New learning outcomes
A. Demonstrate an understanding of the fundamental concepts of microbiology. B. Understand that microbial adaptability and ubiquity is reflected in species diversity. C. Understand the interdependence of and interactions between microbes and other organisms. D. Evaluate and draw conclusions regarding microbial issues using experimental data and the scientific research literature. E. Effectively communicate in oral and written discussion and understanding of microbiology as it relates to personal, societal, and world issues. F. Develop an appreciation for the rapidly changing nature of the tools and methods used in microbiology G. Demonstrate basic laboratory skills.	A. Relate an understanding of the basic principles of microbiology to personal health and use this understanding to make informed personal and professional decisions. B. Use an understanding of the impact of microbes on human cultures around the world both historically and in the present day to evaluate current social health issues. C. Use scientific methods to quantitatively describe microbial characteristics and processes and understand their relationship to the identification of microbial species. D. Use an understanding of research and laboratory experiences to organize, evaluate, and present data and information to illustrate and articulate basic microbiology concepts.

Reason for change	Gen Ed Revision

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: Bi 112 or Bi 211 and Bi 212	☒ 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: Bi 112 or Bi 211 and Bi 212	☒ 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
Nancy Briggs	nbriggs@pcc.edu	4/27/2010
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	4/27/2010

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	Nancy Briggs	nbriggs@pcc.edu

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

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

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

7. Complete the following Course Information:

Course Prefix and Number:	Bi 234	Course Title:	Microbiology

Course Credits:	5	Gen Ed Category:	**Delete everything except the correct category** Science

Course Description:	Lecture, recitation, and laboratory cover: bacterial identification, morphology, metabolism and genetics; bacterial, viral, and parasitic relationships with human health and disease; and basic immunology. Laboratory stresses aseptic technique, bacterial identification and physiology using a variety of media, culturing techniques, and staining techniques. Recommend BI 231. Prerequisites: BI 112 or (BI 211 and BI 212) and their prerequisite requirements.

Course Outcomes:	A. Relate an understanding of the basic principles of microbiology to personal health and use this understanding to make informed personal and professional decisions. B. Use an understanding of the impact of microbes on human cultures around the world both historically and in the present day to evaluate current social health issues. C. Use scientific methods to quantitatively describe microbial characteristics and processes and understand their relationship to the identification of microbial species. D. Use an understanding of research and laboratory experiences to organize, evaluate, and present data and information to illustrate and articulate basic microbiology concepts.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Use an understanding of the impact of microbes on human cultures around the world both historically and in the present day, to make personal and professional heath care decisions and apply this understanding to current social health issues.
C. Understanding of themselves and their natural and technological environments.	Relate an understanding of the basic principles of microbial disease transmission and the infection process to personal health and use this understanding to make informed decisions about personal hygiene and sanitation.
D. Ability to reason qualitatively and quantitatively.	Use scientific methods to quantitatively describe microbial characteristics and processes and understand their relationship to the identification of microbial species.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research and laboratory experiences; gather, organize, evaluate, and present data in order to make conclusions and explore new investigative paths.
F. Aesthetic and artistic 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.*	

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

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

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	

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

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

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

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Content based exams and quizzes lab practicals require students to demonstrate their understanding of the historical development, fundamental concepts, laboratory methodology, and limitations of microbiology. Identification of an unknown bacterial species using laboratory tests and the communication of the information learned by writing an independent research paper requires students to use primary scientific literature and analyze and present quantitative data

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"?**	Collaborative laboratory exercises involve investigating microbiology lab techniques; data collection and drawing conclusions based on data. Class discussion of complex issues that explore different points of view (for example alternative medicine in the treatment of infectious disease) Homework assignments ask students to synthesize information learned about different pathogens and apply it to real life (for example, case studies)

How does the course enable	Independent research paper requires exploration, critical analysis, and

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”?**	evaluation and appropriate use of primary scientific literature. In class discussions on the diverse roles of microbes in a number of areas including industry, food science, research, and ecology
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.

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Interior Design		Submitter: Amanda Ferroggiaro	
Prefix and Course Number:	ID 125	Submitter Phone and Email:	(503) 977-4030 amanda.ferroggiaro1@pcc.edu
Course Title:	Computer Drafting for Interior Design		

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	20 hours
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
• Build a shell and dimension automatically		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Students spend time learning to compute and transcribe measurements to build an architectural model. The subsequent dimensioning of the model requires working with integers and computing sums of measurements and increments.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.
After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
■ Computation	Instructor must have 3-4 years industry experience in CAD drafting programs. Instructor must be fluent in the CAD drafting program.
☐ Communication	
☐ Human Relations	

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 201	Course Title:	History of the U.S. - I

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 pre-contact to 1840.

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

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

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

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

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Understanding the early history of the United States requires analyzing the cultures of both colonists (voluntary and involuntary) and the indigenous peoples of North America. Identifying how these groups viewed themselves and others as "different" and how they reacted to these differences is a basic component in seeing how and why colonial institutions developed as they did. For example, students learn how the earliest colonists interpreted the customs of American Indians according to their European cultural filter. These perceptions, or rather misperceptions, had a profound impact on understanding how land was used and inhabited. In addition, following the economic interdependence of Europeans and Indians from the seventeenth through the eighteenth centuries shows students the evolution of a cross-cultural system of communication and diplomacy, as each group struggled to understand one another. Examining the how the labor system of early Virginia evolved from indentured servitude to race-based slavery shows students how poor whites came to identify with wealthy whites rather than with poor blacks and slaves—how race came replaced class as the key difference among groups in the southern colonies. It also shows the roots of modern racism. Looking at the American colonies as religious havens underscores the impact of hundreds of different sects and the struggle of early Americans to accommodate these religious differences. In addition, by studying how Enlightenment and Classical republican values affected the colonies students see how the notion of equality was introduced to Americans, and how equality was actually understood by different ethnic and religious groups.

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

	Name E-mail	Address
Person Submitting This Request	Christopher Shelley	christopher.shelley@pcc.edu

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

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 202	Course Title:	History of the U.S. - II

Course Description:	History of the United States - II Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914.

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

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

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

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

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Central to the study of the 19th and early 20th-century United States are the ramifications of historical meanings of difference. For example, students identify how and why the meanings of liberty and freedom changed between 1840 and 1914. They also analyze the question of what it means to be an American. What holds "*We the People of the United States*" together when we do not share a common race, ethnicity, national origin or religion? Everything we believe in as Americans – our noblest ideals, our highest aspirations – equality, freedom, self-government and the pursuit of happiness – confirms that to be an American is not to be some*body*, but to believe in some*thing* – liberty. But, as Abraham Lincoln noted, "we all declare for liberty, but in using the same *word* we do not all mean the same *thing*." To investigate this dilemma, students explore three dimensions of liberty and freedom related to historical meanings of difference. First, the contested meanings of liberty and freedom. Second, the social conditions that made liberty and freedom possible. And third, the boundaries of liberty and freedom that determined who was entitled to enjoy freedom and who was not. Students discover that what made America free, and keeps it so, was not any single version of liberty and freedom, but the interplay of many visions**.**

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

	Name E-mail	Address
Person Submitting This Request	John M. Shaw	john.shaw4@pcc.edu

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

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

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	History	Submitter name Phone Email	John Shaw 971 722-8276 john.shaw4@pcc.edu
Current prefix and number	HST 218	Proposed prefix and number	n/a
Current course title	Native American Indian History	Proposed title (60 characters max)	n/a
Reason for title change	n/a	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Explores examples of Indian culture, general history of Indian life during the white occupation of North America and nature and effects of Native American and European American contact and conflict.	Covers history of American Indians in what is now the United States from pre-Columbian times to the present, exploring the cultural diversity among Native peoples, tribal sovereignty, conflicts and accommodations with European Americans, historical roots of contemporary Native American issues and an increased level of awareness of the cultural heritage of the United States.

Reason for change	Regular SAC five- year review/revision of our courses

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

Current learning outcomes	New learning outcomes
• Use critical thinking to evaluate historical changes and their impact on Indian-White relations over time • Recognize and appreciate the diverse contributions of different American Indian tribes (political, economic, cultural, racial, social, gender, religious) in the larger context of American history • Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past • Communicate effectively through writing and speaking	• Articulate an understanding of the key events in Native American history and use critical thinking to evaluate historical developments and their impact on American Indian-European American relations. • Recognize the historical contributions (political, economic, cultural, racial, social, gender, religious) of different American Indian peoples within the larger context of American history. • Identify culturally-grounded assumptions which have influenced the perceptions, behaviors and policies of nations and people in the past and assess how culture affects human beliefs and behaviors. • Communicate effectively through historical analysis. • Connect key interrelated developments from diverse Native American and European American communities to provide a multicultural context for critically examining American history.

Reason for change	Regular SAC review of intended learning outcomes of our courses, plus Cultural Literacy Designation

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

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

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of

content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No
Implementation term	☒ 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
John Shaw	john.shaw4@pcc.edu	
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 218	Course Title:	Native American Indian History

Course Description:	Covers history of American Indians in what is now the United States from pre-Columbian times to the present, exploring the cultural diversity among Native peoples, tribal sovereignty, conflicts and accommodations with European Americans, historical roots of contemporary Native American issues and an increased level of awareness of the cultural heritage of the United States.

Course Outcomes:	• Articulate an understanding of the key events in Native American history and use critical thinking to evaluate historical developments and their impact on American Indian-European American relations. • Recognize the historical contributions (political, economic, cultural, racial, social, gender, religious) of different American Indian peoples within the larger context of American history. • Identify culturally-grounded assumptions which have influenced the perceptions, behaviors and policies of nations and people in the past and assess how culture affects human beliefs and behaviors. • Communicate effectively through historical analysis. • Connect key interrelated developments from diverse Native American and European American communities to provide a multicultural context for critically examining American history.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize the historical contributions (political, economic, cultural, racial, social, gender, religious) of different American Indian tribes within the larger context of American history. • Identify culturally-grounded assumptions which have influenced the perceptions, behaviors and policies of nations and people in the past and assess how culture affects human beliefs and behaviors.

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

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course integrates Native American history into the whole fabric of American history. American Indian points of view differ from many of the ideas and values of European American culture, and provide a broader perspective on American history. The main motivation for studying American Indians within the broader context of American history is that their process of cultural renewal, nation-building, and rebuilding, has been closely entwined with that of the United States. The interrelated development of diverse Native American and European American communities within the United States provides us with a multicultural context for critically examining the conflict and accommodation of the "shared past" of American history. Issues in American Indian communities today are all directly or indirectly related to federal Indian policies. These issues include tribal sovereignty, treaty rights, Native language rights, repatriation of human remains and sacred religious objects, religious freedom, and the right of American Indians to determine their own future.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name E-mail	Address
	John M. Shaw	john.shaw4@pcc.edu

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

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	John Shaw 971 722-8276 john.shaw4@pcc.edu
Current prefix and number	HST246	Proposed prefix and number	n/a
Current course title	Religion in U.S. to 1840	Proposed title (60 characters max)	n/a
Reason for title change	n/a	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Studies basic features of native American religions, European backgrounds of Christianity in the United States, development of different religious groups in America and their impact on American life, and trends and development of religion in the United States in the first half of the 19th century.	Covers the basic features and effects of Native American religious revitalization movements, European backgrounds of Christian denominations, development of different religious groups, church-state relations, the struggle for religious liberty and how they shaped the beliefs, behaviors and institutions of colonial America and the early United States.

Reason for change	Regular SAC five- year review/revision of our courses

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
• Use critical thinking to analyze and evaluate the nature and impact of religion on American life and culture. • Understand and appreciate the value of a diversity of religious beliefs. • Engage in private and public discussions involving the construction of fact-based arguments regarding issues in the history of religion in the United States.	• Articulate an understanding of the nature, key events and impact of religion on colonial America and early U.S. life and culture. • Recognize and appreciate the value of a diversity of religious beliefs, behaviors and institutions and how they influenced church-state relations and the struggle for the free exercise of religion. • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of various religious groups in order to assess how beliefs affect behavior and institutions. • Communicate effectively regarding issues in the history of religion in the United States. • Connect religious heritage with contemporary religious issues to create a more informed perspective and enhance civic engagement.

Reason for change	Regular SAC review of intended learning outcomes of our courses, plus Cultural Literacy Designation

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

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John Shaw	john.shaw4@pcc.edu	10/15/2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 246	Course Title:	Religion in U.S. to 1840

Course Description:	Covers the basic features and effects of Native American religious revitalization movements, European backgrounds of Christian denominations, development of different religious groups, church-state relations, the struggle for religious liberty and how they shaped the beliefs, behaviors and institutions of colonial America and the early United States.

Course Outcomes:	• Articulate an understanding of the nature, key events and impact of religion on colonial America and early U.S. life and culture. • Recognize and appreciate the value of a diversity of religious beliefs, behaviors and institutions and how they influenced church-state relations and the struggle for the free exercise of religion. • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of various religious groups in order to assess how beliefs affect behavior and institutions. • Communicate effectively regarding issues in the history of religion in the United States. • Connect religious heritage with contemporary religious issues to create a more informed perspective and enhance civic literacy.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Recognize that increasing religious pluralism shaped new concepts and institutions of about church-state relations. • Identify culturally-grounded assumptions that have influenced the perceptions and behaviors of various religious groups in order to assess how beliefs shape behavior and institutions.

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

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Central to the study of religions and religious institutions are the ramifications of historical meanings of difference. Students identify how religious institutions are formed, what controlled and influenced them, how they controlled and influenced individuals and culture, and how they changed or remained the same over time. Examining the religious dimension of human existence in its broadest cultural context includes interactions with economic, political, and social institutions, as well as relations to the arts, language, and literature. Without a general understanding of religion, we miss out on some of the fundamental motivations of human history and thought, including competing ideas about faith, liberty of conscience and the free exercise of religion. Students analyze religious diversity and pluralism, the struggles for religious liberty and the relationship between church and state. The historical study of religious beliefs and behaviors, along with individuals, groups and institutions, provides knowledge of religious similarities and differences, and can help promote understanding and alleviate prejudice. Students of whatever religion, varying degrees of religious adherence and practice, or no faith need to become better informed citizens. This course offers a historical look at the impact of the major religions, religious denominations as institutions and religious ideas on colonial and early American culture, society, groups and individuals. The goal is that if students better understand the nature of our religious heritage, and its impact on the cultural development of the United States, they might be more apt to freely exercise their beliefs from a more informed perspective and with greater equanimity.

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

	Name E-mail	Address
Person Submitting This Request	John M. Shaw	john.shaw4@pcc.edu

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

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: D	ance	Submitter name Phone Email	Heidi Diaz 503.977.4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 121	# Credits:	1
Course Title: 60 characters max	Conditioning for Dance	Transcript Title (30 characters max)	Conditioning for Dance
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	x Yes ☐ No How many times? 2	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30

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

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

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title PE number TBA
Course fee: **Identify only fees that are above and beyond the usual PCC fees**		
Course Description: (field will expand as needed)	Examines somatic practices and conditioning methods as they pertain to dance training. Focus on developing kinesthetic awareness, strength, flexibility, stability and greater efficiency in movement. Focus may vary from term to term. May be taken a total of three times for credit.	

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

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

pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Experience a relationship of mind, body and spirit. 2. Apply philosophical discussions to everyday situations. 3. Apply principles of self-care and injury prevention to enhance quality of life and dance practice.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	1. Participation Other assessment to include one of the following: 1. Personal practice research and development 2. Re search paper 3. Jou rnal entries 4. Written exam to test knowledge of history, philosophy, and/or terminology
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Movement specific to somatic practice or conditioning method being studied • Philoso phical discourse • Discuss transference not only to dance, but to everyday movement and situations • Basic anatomical references, images, and visualization • Learn safe practices in dance and other forms of movement • Relaxatio n techniques
Reason for the new course	Program expansion

Section #2 Transferabiltiy
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Western Oregon University It is one of the elective technique courses that students may take toward their 12 elective credits needed for a dance major
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution x Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	This course will be cross-listed with PE.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication,	Yes. Janeen Hull will file paperwork for the PE equivalent.

prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Heidi Diaz	Heidi.diaz@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: D	ance	Submitter name Phone Email	Heidi Diaz 503.977.4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 152	# Credits:	2
Course Title: 60 characters max	Introduction to Dance	Transcript Title (30 characters max)	Introduction to Dance
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	Yes x No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 10 Lec/lab (# of hours): 20 Lab (# of hours):

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

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

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes ☐ No	Course Number and Title PE (course number TBA)
Course fee: **Identify only fees that are above and beyond the usual PCC fees**			
Course Description: (field will expand as needed)	Introduces fundamentals of dance technique including training in movement styles from a variety of disciplines. Focus on: correct alignment, development of strength, flexibility, range of motion, and stability, dance specific terminology, and musicality. Provides students with a foundation for Ballet, Modern, and Jazz.		

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

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

pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	Though intended for the beginning student, it is also useful for those with a background in dance who wish to further refine their technical ability.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Maintain health and wellbeing via physical activity, self-expression, and group interaction. 2. Appreciate dance as an art form. 3. Apply lessons in basic anatomy, safe practices, and injury prevention in order to make informed choices in dance training and performance.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	1. Participation Other assessment to include one of the following: 1. Re search paper 2. Jou rnal entries 3. Cre ative project 4. Practi cal exam 5. Written exam to test knowledge of history, philosophy, and/or terminology
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Movement vocabulary from Ballet and Modern and Jazz. Other forms may be included. • Examine similarities and differences between different movement forms • Basic anatomical references, images, and visualization as well as experiential anatomy exercises • Safe practices in dance • Dan ce specific terminology • Self-evaluation as well as instructor and peer feedback • Principles of alignment • Elements of movement such as shape, space, time, and dynamics or movement qualities
Reason for the new course	Program expansion

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Similar courses are offered through LCC and at Reed in order to prepare students for Technique courses, which are required for a minor or major. Though it may only transfer as a general elective, these kinds of fundamental courses are needed for beginning students so that they may advance their technical level in order to enter a dance program at a four year institution.
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement x general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or	P.E. will cross-list this course.	

agreements that have been reached.	

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Heidi Diaz	Heidi.diaz@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: D	ance	Submitter name Phone Email	Heidi Diaz 503.977.4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 260	# Credits:	1
Course Title: 60 characters max	Dance Improvisation	Transcript Title (30 characters max)	Dance Improvisation
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	x Yes ☐ No How many times? 1	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 30

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

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

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

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

Course Description: (field will expand as needed)	Explores movement invention and spontaneous choices through the exploration of improvisation techniques, scores, and games. Participate in structured and open improvisations, group discussion and observation, and the incorporation of a variety of media. Concurrent registration in a dance technique class and/or previous dance training is recommended. May be taken a total of two times for credit.

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

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

pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Use improvisational skills to foster creativity, spontaneity, and interpersonal communication. 2. Maintain health and wellbeing via physical activity and group interaction.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	1. Participation Other assessment to include one of the following: 1. Creation and performance of group or solo score 2. Re search paper/project 3. Written exam 4. Practi cal exam
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Exploration of different movement choices • Ens emble work • Solo work • Structured improvisation working with a score • Open improvisations • Peer observation • C lass discussion • Incorporating media (sound, text, props, etc) • Examine what informs an improvisation (space, media, participants, etc)
Reason for the new course	Program expansion

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Western Oregon University and University of Oregon
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution x Other - provide evidence
Identify comparables at Oregon schools	D 271 at U of O and D 260 at WOU
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Heidi Diaz	Heidi.diaz@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	GS106	Proposed prefix and number	
Current course title	Physical Science (Geology)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Covers minerals, rocks, volcanism, earthquakes, plate tectonics, erosion and deposition by wind, glaciers and streams, weathering, fossils and geologic history. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: • Complete the course successfully in order to transfer to a university and continue the study of geology and/or related subjects. • Acquire the vocabulary needed to read and analyze articles in newspapers/magazines relating to geology (research) and understand them. • Explain and compare the different types of minerals and igneous, sedimentary, and metamorphic rocks and the processes by which they are formed. • Decode topographic maps using the map scale, symbols, and features shown on the map. • Describe and compare mass wasting, stream processes, glaciers, groundwater systems, coastal processes and wind erosion. • Explain plate tectonics and the evidence we have for it. • Contrast and compare the different types of folds and faults.	*A student who successfully completes this course should be able to:* • Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed. • Use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth. • Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of geology to our evolving understanding of global change and sustainability while placing the development of geology in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/15/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/15/10	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

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

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

7. Complete the following Course Information:

Course Prefix and Number:	GS106	Course Title:	Physical Science (Geology)

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

Course Description:	Covers minerals, rocks, volcanism, earthquakes, plate tectonics, erosion and deposition by wind, glaciers and streams, weathering, fossils and geologic history. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student should be able to:* **1.** Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed. **2.** Use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth. **3.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of geology to our evolving understanding of global change and sustainability while placing the development of geology in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student should be able to:* **1.** Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed. **2.** Use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth. **3.** Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of geology to our evolving understanding of global change and sustainability while placing the development of geology in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with earth history. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this (earth science) information with current models of geologic processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earth materials and landscapes" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by geologic processes). Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these (geologic) hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to "use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earth materials and landscapes use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologicprocesses both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **1, 2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **2** by developing a student's ability to "use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of geology to our evolving understanding of global change and sustainability while placing the development of geology in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	GS107	Proposed prefix and number	
Current course title	Physical Science (Astronomy)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Surveys astronomy to include historical development of the universe, earth as a planet, earth's moon, planets of the solar system, the sun, stars and galaxies. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: A. Be able to demonstrate an understanding of the nature and origin of astronomical phenomena B. Have an understanding of the contents of our solar system C. Become familiar with the motions of stars and the moon in the nighttime sky, by performing lab and field activities D. Develop an ability for self-paced work E. Be prepared for future study in astronomy or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. • Use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe. • Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/15/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/15/10	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

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

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

7. Complete the following Course Information:

Course Prefix and Number:	GS107	Course Title:	Physical Science (Astronomy)

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

Course Description:	Surveys astronomy to include historical development of the universe, earth as a planet, earth's moon, planets of the solar system, the sun, stars and galaxies. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student should be able to:* **1.** Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. **2.** Use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe. **3.** Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student should be able to:* **1.** Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. **2.** Use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe. **3.** Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with the structure of the solar system. • Outcome **2** by developing a student's ability to "use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with the possibility of extraterrestrial life. • Outcome **3** by developing a student's ability to "access space science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (space science information). Outcome **3** by developing a student's ability to "compare this (space science) information with current models of astronomical processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with astronomy. • Outcome **4** by developing a student's ability to "make field based observations and measurements of astronomical phenomena" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to " use scientific reasoning to interpret these observations and measurements (of astronomical phenomena), and compare the results with current astronomical models identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with astronomy. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by astronomical processes). Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these (astronomical) hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with astronomy.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **2** by developing a student's ability to "Use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **3** by developing a student's ability to "access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **1, 2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **2** by developing a student's ability to utilize "use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of asstronoical processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	GS108	Proposed prefix and number	
Current course title	Physical Science (Oceanography)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description	Proposed Description
Includes the chemical, biological, physical and geological nature of the oceans. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
After completion of this course, students will: 1. Complete the course successfully in order to transfer to a university and continue the study of oceanography or related courses; 2. Acquire the vocabulary in order to read articles in newspapers and magazines relating to oceanography (research) and understand them; 3. Analyze and compare the physical, chemical, geological, and biological processes that occur in the world's oceans; 4. Explain human history with reference to the world's oceans and our part in using and abusing the resources from the oceans.	*A student who successfully completes this course should be able to:* • Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries. • Use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean. • Access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/15/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/15/10	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

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

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

7. Complete the following Course Information:

Course Prefix and Number:	GS108	Course Title:	Physical Science (Oceanography)

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

Course Description:	Includes the chemical, biological, physical and geological nature of the oceans. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student should be able to:* **1.** Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries. **2.** Use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean. **3.** Access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements

of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

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

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

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student should be able to:* **1.** Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries. **2.** Use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean. **3.** Access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with coastal processes. • Outcome **2** by developing a student's ability to "use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with marine processes. • Outcome **3** by developing a student's ability to "access ocean science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (ocean science information). Outcome **3** by developing a student's ability to "compare this (ocean science) information with current models of ocean processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with ocean processes. • Outcome **4** by developing a student's ability to "make field based observations and measurements of ocean materials and marine processes" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with ocean processes. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by ocean processes). Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these (ocean process) hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with ocean processes.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to "use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **1, 2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **2** by developing a student's ability to "use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 eriks.puris@pcc.edu
Current prefix and number	GS109	Proposed prefix and number	
Current course title	Physical Science (Meteorology)	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Covers characteristics of our atmosphere, air pressure and winds, atmospheric moisture, large air masses, violent storms, the effect of oceans on weather, and climates. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	
Reason for change	

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: A. Complete the course successfully in order to transfer to a university and continue the study of meteorology or related courses. B. Acquire the vocabulary needed to read articles in newspapers/magazines relating to weather and climate (research) and understand them; C. Explain and compare the various types of weather systems such as: anticyclones, midlatitude cyclones, tropical cyclones, thunderstorms, tornadoes, and hurricanes. D. Describe the practical effects of weather and forecasting on human activities now and in the past; and do the same for world climates in the past, present, and future.	*A student who successfully completes this course should be able to:* • Use an understanding of atmospheric processes to elucidate the practice of weather prediction. • Use an understanding of atmospheric structure and global circulation to explain the climates of the Earth. • Access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu 10/15/10	
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu 10/15/10	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

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

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

7. Complete the following Course Information:

Course Prefix and Number:	GS109	Course Title:	Physical Science (Meteorology)

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

Course Description:	Covers characteristics of our atmosphere, air pressure and winds, atmospheric moisture, large air masses, violent storms, the effect of oceans on weather, and climates. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student should be able to:* **1.** Use an understanding of atmospheric processes to elucidate the practice of weather prediction. **2.** Use an understanding of atmospheric structure and global circulation to explain the climates of the Earth. **3.** Access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student should be able to:* **1.** Use an understanding of atmospheric processes to elucidate the practice of weather prediction. **2.** Use an understanding of atmospheric structure and global circulation to explain the climates of the Earth. **3.** Access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy. **4.** Make field based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy. **5.** Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. **6.** Assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of atmospheric processes to elucidate the practice of weather prediction" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with meteorological processes. • Outcome **2** by developing a student's ability to "use an understanding of atmospheric structure and global circulation to explain the climates of the Earth" will enable students to gather and comprehend scientific information in order to "explore ideas, models and solutions and generate further questions" associated with earth climate. • Outcome **3** by developing a student's ability to "access atmosphere science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (atmosphere science information). Outcome **3** by developing a student's ability to "compare this (atmosphere science) information with current models of meteorological processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with meteorology. • Outcome **4** by developing a student's ability to "make field based observations and measurements of the atmosphere, weather, and climate" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with meterology. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by meteorological processes). Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these (meteorological) hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with meteorology.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of atmospheric processes to elucidate the practice of weather prediction" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to "use an understanding of atmospheric structure and global circulation to explain the climates of the Earth" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations • Outcome **3** by developing a student's ability to "access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **1, 2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of atmospheric processes to elucidate the practice of weather prediction" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **2** by developing a student's ability to "use an understanding of atmospheric structure and global circulation to explain the climates of the Earth" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 Eriks.puris@pcc.edu
Current prefix and number	G207	Proposed prefix and number	
Current course title:	Geology of the Pacific Northwest	Proposed title: (60 characters max)	
Reason for title change		Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description
Introduces the regional geology of the Pacific Northwest with emphasis on Oregon geology. Includes basic geologic principles, earth materials and geology of Pacific Northwest provinces. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for description change:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
After completion of this course, students will: A. be able to identify the physiographic provinces of the Pacific Northwest on a map B. be able to discuss the geologic processes that produced the geology of each of the physiographic provinces of the Pacific Northwest C. have an understanding of the theory of plate tectonics and its role in shaping the Pacific Northwest D. be able to define the major rock types that make up the Earth's crust. E. have the ability to communicate scientific concepts effectively through written reports F. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* 1. Use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest. 2. Use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes. 3. Access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by the geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context.

Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

No	This restatement of outcomes will not affect the content of this course.

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

Please provide details, who was contacted and the resolution.

No	This restatement of outcomes will not affect the content of this course.
Implementation term	☐ Next available term after approval ☒ Specify term Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	Eriks.puris@pcc.edu	10/15/10
SAC Admin Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	10/15/10

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	myfyfield@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:	G207	Course Title:	Geology of the Pacific Northwest

Course Credits:	3.0	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces the regional geology of the Pacific Northwest with emphasis on Oregon geology. Includes basic geologic principles, earth materials and geology of Pacific Northwest provinces. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student who successfully completes this course should be able to:* 1. Use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest. 2. Use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes. 3. Access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcomes **1**, **2**, **5**, and **6** address this element. Among other topics, in discussing both the history and the geology of the various Pacific Northwest physiographic provinces, the course involves discussion of geologic hazards and how various cultures have addressed mitigation of these hazards. One specific example would be lahar hazards associated with Mt. Rainier and evacuation drills held by towns such as Orting WA which are in the path of these lahars. A similar lahar associated with a minor eruption of Nevado del Ruiz in Columbia killed ~23,000 people in 1985.
B. Appreciation of 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 **1**, **2**, **5**, and **6** address this element. In discussing both the history and the geology of the various Pacific Northwest physiographic provinces, the course involves comparisons to other regions (such as the 1700 Cascadia tsunami compared with the 2004 Indonesian tsunami). Any discussion of plate tectonics will include cultural biases that slowed the acceptance of this theory (most of the evidence was from the southern hemisphere, while most of the geologists were European and North American men).
C. Understanding of themselves and their natural and technological environments.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. Students taking this course will be examining the natural environments that surround them, as well as how they interact with that environment.
D. Ability to reason qualitatively and quantitatively.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. Throughout the course, students examine landforms and various information sources when examining how the various physiographic provinces of the Pacific N.W. were formed. During exercises, projects, and field work, students examine different types of maps (topographic, geologic, seismic hazard, etc.), make quantitative measurements and calculations
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. The scientific method is an inherent part of any science class, including this one.
F. Aesthetic and artistic values.	Outcomes **1**, **2**, and **6** address this element. A fundamental part of this course involves examination of a variety of beautiful and diverse landscapes.

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes **5** and **6** address this element. One example would be a discussion of the monetary costs involved in retrofitting buildings and bridges in Portland to survive a subduction zone earthquake similar to that which occurred in 1700, given our current economic climate.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student who successfully completes this course should be able to:* 1. Use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest. 2. Use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes. 3. Access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geological processes affecting the Pacific Northwest identifying areas

	of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of earth materials and landforms" will enable students to "gather and comprehend scientific information "(observations made on rocks, minerals, and landscape features). Outcome **1** by developing a student's ability to "infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes" will enable students to "explore ideas, models and solutions and generate further questions" associated with the geologic history of the Pacific Northwest. • Outcome **3** by developing a student's ability to "access earth science information about the Pacific Northwest from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with geological processes. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earth materials and landforms" will enable students to "gather and comprehend scientific information" (field based observations & measurements). Outcome **4** by developing a student's ability to "compare the results with current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further

	questions" associated with geological processes. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole" will enable students to gather and comprehend scientific information associated with geological processes. Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and generate further questions" associated with geological processes.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to "use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses

	to these risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **2** by developing a student's ability to "use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 Eriks.puris@pcc.edu
Current prefix and number	G208	Proposed prefix and number	
Current course title:	Volcanoes and Their Activity	Proposed title: (60 characters max)	
Reason for title change		Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description
Covers the origin, activity, products, classification and hazards of volcanoes. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for description change:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
After completion of this course, students will: A. be able to demonstrate an understanding of the nature and origin of volcanism B. have an understanding of the theory of plate tectonics and its role in volcanism C. be able to classify the major rock types associated with volcanism D. understand how human activity creates hazard situations and have an appreciation for the volcanic risks to the Pacific Northwest E. have the ability to communicate scientific concepts effectively through written reports F. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens. • Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits. • Access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of volcanology to our evolving understanding of global change and sustainability while placing the development of volcanology in its historical and cultural context.
Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores	

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
No	This restatement of outcomes will not affect the content of this course.
Implementation	☐ Next available term after approval

term	☒ Specify term Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	Eriks.puris@pcc.edu	10/15/10
SAC Admin Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	10/15/10

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	myfyfield@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:	G208	Course Title:	Volcanoes and Their Activity

Course Credits:	3.0	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Covers the origin, activity, products, classification and hazards of volcanoes. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

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

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcomes **2**, **5**, and **6** address this element. Plate tectonic theory explains why volcanoes such as Mount St. Helens frequently produce violent eruptions while Hawaiian volcanoes typically do not. As one example, in this course, we have discussed the gradual disintegration of a culture on the island of Montserrat in the face of a multi-year series of violent eruptions, and asked students to think about the effects of a similar type of eruption from Mt. Hood.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcomes **2**, **5**, and **6** address this element. As an example, any discussion of plate tectonics will include cultural biases that slowed the acceptance of this theory (most of the evidence was from the southern hemisphere, while most of the geologists were European and North American men).
C. Understanding of themselves and their natural and technological environments.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. Students taking this course will be examining the volcanic environments that surround them and the ways in which they are affected by that environment. As an example, Providence St. Vincent hospital was built on a series of Boring lava flows that formed lava tubes. Huge cavities had to be filled in with cement to provide a stable base before the buildings could be constructed.
D. Ability to reason qualitatively and quantitatively.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. Throughout the course, students examine landforms and various information sources when examining how various volcanic features formed. During exercises, projects, and field work, students examine different types of maps (topographic, geologic, volcanic hazard, etc.), make quantitative measurements and calculations
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. The scientific method is an inherent part of any science class, including this one.
F. Aesthetic and artistic values.	Outcomes **2** and **6** address this element. A fundamental part of this course involves examination of a variety of beautiful and diverse landscapes.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes **5** and **6** address this element. One example is a discussion of a comparison of Mt. St. Helens and Mammoth Lakes California. In 1980, both were volcanic regions that had experienced explosive volcanism in the past but were currently dormant. That year, both had a series of earthquakes that indicated magma was moving towards the surface. Mt. St. Helens erupted; Mammoth Lakes did not. Mammoth Lakes is a resort area and the

	businesses sustained large economic losses due to the prediction that a volcano was about to erupt. On the other hand, not everyone in the Mt. St. Helens area evacuated, so roughly 60 people died in that eruption. This course deals over and over again with the issue of volcanic hazards, the reliability of precursor events, and the social and economic effects of either evacuating or not evacuating a potentially hazardous area.

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student who successfully completes this course should be able to:* 1. Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits. 3. Access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of volcanology to our evolving understanding of global change and sustainability while placing the development of

	volcanology in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to characterize and classify rocks will enable students to gather and comprehend scientific information (observations made on rocks and minerals). Outcome **1** by developing a student's ability to "infer the igneous processes which formed individual rock and mineral specimens" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "analyze the development, scope, and limitations of plate tectonics" will enable students to gather and comprehend scientific information (the theory of plate tectonics). Outcome **2** by developing a student's ability to "utilize plate tectonics to explain the Earth's volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits" will enable students to "explore ideas, models and solutions and generate further questions" associated with plate tectonics. • Outcome **3** by developing a student's ability to "access volcano science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this information with current models of volcanic processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with volcanology. • Outcome **4** by developing a student's ability to "make field based observations and measurements of volcanic rocks and minerals and/or volcanic landforms" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "compare the results with current models of volcanic processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with volcanology. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by volcanoes). Outcome **5** by developing a student's ability to "evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas,

	models and solutions and generate further questions" associated with volcanology.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the Earth's volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the Earth's volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits" will enable students to assess the strengths and weaknesses of scientific studies.

	• Outcome **3** by developing a student's ability to "access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of volcanology to our evolving understanding of global change and sustainability while placing the development of volcanology in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
****Note:** Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 Eriks.puris@pcc.edu
Current prefix and number	G209	Proposed prefix and number	
Current course title:	Earthquakes	Proposed title: (60 characters max)	
Reason for title change		Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description
Covers the nature and origin of earthquakes, the characteristics of seismic waves, how earthquakes are measured, the hazards of earthquakes and the historical and geological record of earthquakes. Prerequisite: WR 115, RD 115 and MTH 20, or equivalent placement test scores.	

Reason for description change:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
After completion of this course, students will: A. be able to demonstrate an understanding of the nature and origin of earthquake phenomena B. understand how human activity creates hazard situations and have an appreciation for the earthquake risks to the Pacific Northwest C. have an understanding of steps that individuals and a community can take to prepare for an earthquake D. have the ability to communicate scientific concepts effectively through written reports E. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of rock mechanics, paleoseismology, and the elastic rebound theory to infer the probability that an area will be seismically active. • Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake activity. • Access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models of seismic processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of earthquakes and landforms associated with earthquakes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. • Assess the contributions of seismology to our evolving understanding of global change and sustainability while placing the development of seismology in its historical and cultural context.
Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
No	This restatement of outcomes will not affect the content of this course.
Implementation term	☐ Next available term after approval ☒ Specify term Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline	

for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	Eriks.puris@pcc.edu	10/15/10
SAC Admin Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	10/15/10

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	myfyfield@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:	G209	Course Title:	Earthquakes

Course Credits:	3.0	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Covers the nature and origin of earthquakes, the characteristics of seismic waves, how earthquakes are measured, the hazards of earthquakes and the historical and geological record of earthquakes. Prerequisite: WR 115, RD 115 and MTH 20, or equivalent placement test scores.

Course Outcomes:	*A student who successfully completes this course should be able to:* 1. Use an understanding of rock mechanics, paleoseismology, and the elastic rebound theory to infer the probability that an area will be seismically active. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake activity. 3. Access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models of seismic processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earthquakes and landforms associated with earthquakes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of seismology to our evolving understanding of global change and sustainability while placing the development of seismology in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcomes **2**, 5, and **6** address this element. Most earthquakes occur at plate boundaries. Among the discussions of subduction zone earthquakes, this course explores differences in seismic building codes and preparedness between Japan (which is at the intersection of four major plates) and the U.S. (which has the Cascadia subduction zone off the Oregon and Washington coasts).
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcomes **2**, **5**, and **6** address this element. As an example, any discussion of plate tectonics will include cultural biases that slowed the acceptance of this theory (most of the evidence was from the southern hemisphere, while most of the geologists were European and North American men).
C. Understanding of themselves and their natural and technological environments.	Outcomes **1**, **2**, **3**, **4**, 5, and 6 address this element. Students taking this course will be examining evidence of past earthquakes that surround them and the ways in which they are affected by that environment. As an example, the West Hills of Portland exist because of uplift along a series of parallel faults. As another example, seismic waves are amplified by loose soil. A small earthquake may cause substantial damage in downtown Portland (which is built on river-deposited soil), while being barely felt at the Sylvania campus (which is built on volcanic rock).
D. Ability to reason qualitatively and quantitatively.	Outcomes 1, **2**, **3**, **4**, **5**, and **6** address this element. Throughout the course, students examine landforms and various information sources when examining the effects of large earthquakes. During exercises, projects, and field work, students examine different types of maps (topographic, geologic, seismic hazard, etc.), make quantitative measurements and calculations
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. The scientific method is an inherent part of any science class, including this one.
F. Aesthetic and artistic values.	Outcomes **2**, and 6 address this element. A fundamental part of this course involves examination of a variety of beautiful and diverse landscapes, and the role that earthquakes play in creating these landscapes.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes **5** and 6 address this element. One example would be a discussion of the monetary costs involved in retrofitting buildings and bridges in Portland to survive a subduction zone earthquake similar to that which occurred in 1700, given our current economic climate.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student who successfully completes this course should be able to:* 1. Use an understanding of rock mechanics, paleoseismology, and the elastic rebound theory to infer the probability that an area will be seismically active. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake activity. 3. Access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models of seismic processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earthquakes and landforms associated with earthquakes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and

	effectively communicate the results of this analysis to their peers. 6. Assess the contributions of seismology to our evolving understanding of global change and sustainability while placing the development of seismology in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's "understanding of rock mechanics, paleoseismology, and the elastic rebound theory" will enable students to gather and comprehend scientific information (data from maps and observations made of faults in rock outcrops). Outcome **1** by developing a student's ability to "infer the probability that an area will be seismically active" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "analyze the development, scope, and limitations of plate tectonics" will enable students to gather and comprehend scientific information (the theory of plate tectonics). Outcome **2** by developing a student's ability to "utilize plate tectonics to explain the Earth's earthquake activity" will enable students to "explore ideas, models and solutions and generate further questions" associated with plate tectonics. • Outcome **3** by developing a student's ability to "access information related to seismology from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this information with current models of seismic processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with seismology. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earthquakes and landforms associated with earthquakes" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with seismology. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole" will enable students to gather and comprehend scientific information (hazards and risks posed by earthquakes. Outcome **5** by developing a student's ability to "evaluate the efficacy of possible ethically robust responses to these risks, and

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

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's "understanding of rock mechanics, paleoseismology, and the elastic rebound theory" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the Earth's earthquake activity" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models of seismic processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of earthquakes and landforms associated with earthquakes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the Earth's earthquake activity" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models

	of seismic processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "field based observations and measurements of earthquakes and landforms associated with earthquakes use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of seismology to our evolving understanding of global change and sustainability while placing the development of seismology in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Geology and General Science SAC	Submitter name Phone Email	Eriks Puris (977) 722-7627 Eriks.puris@pcc.edu
Current prefix and number	G291	Proposed prefix and number	
Current course title:	Earthquakes	Proposed title: (60 characters max)	
Reason for title change		Proposed transcript title: (30 characters max)	

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

Current Description	Proposed Description
Introduces the study of rocks and minerals that includes their classification, origin and identification. Recommended for persons interested in rock and mineral collecting, mining and prospecting. Prerequisite: WR 115, RD 115, MTH 20 or equivalent placement test scores.	

Reason for description change:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
After completion of this course, students will: A. understand how to identify a mineral or rock in the field B. be able to discuss the properties that distinguish gems from ordinary minerals C. have an understanding of the theory of plate tectonics and its role in the formation of rocks, minerals and economic deposits D. be able to define the common minerals and rock types that make up the Earth's crust. E. have the ability to communicate scientific concepts effectively through written reports F. be prepared for future study in geology or related fields	*A student who successfully completes this course should be able to:* • Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. • Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the occurrence and associations of common rocks, minerals, and economic deposits. • Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy. • Make field based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy. • Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this analysis to their peers. • Assess the contributions of mineralogy and petrology to our evolving understanding of global change and sustainability while placing the development of the study and utilization of rocks and minerals in its historical and cultural context.
Reason for change	Revised AAOT Discipline Studies Outcomes and Criteria
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores	

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
No	This restatement of outcomes will not affect the content of this course.
Implementation	☐ Next available term after approval

term	☒ Specify term Fall 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	Eriks.puris@pcc.edu	10/15/10
SAC Admin Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	10/15/10

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

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

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

	Name E-mail	Address
SAC Admin Liaison	Margie Fyfield	myfyfield@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:	G291	Course Title:	Elements of Rocks and Minerals

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

Course Description:	Introduces the study of rocks and minerals that includes their classification, origin and identification. Recommended for persons interested in rock and mineral collecting, mining and prospecting. Prerequisite: WR 115, RD 115, MTH 20 or equivalent placement test scores.

Course Outcomes:	*A student who successfully completes this course should be able to:* 1. Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the occurrence and associations of common rocks, minerals, and economic deposits. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of the study of mineralogy and petrology to our evolving understanding of global change and sustainability while placing the development of the study and utilization of rocks and minerals in its historical and cultural context.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcomes **2**, **5**, and **6** address this element. As an example, some economically valuable minerals form in volcanic regions associated with plate boundaries. How our culture and other cultures deal with mining and the inevitable accidents associated with them are a part of class discussions (witness the 2010 rescue of miners in Chile).
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcomes **2**, **5**, and **6** address this element. As an example, any discussion of plate tectonics will include cultural biases that slowed the acceptance of this theory (most of the evidence was from the southern hemisphere, while most of the geologists were European and North American men).
C. Understanding of themselves and their natural and technological environments.	Outcomes **1**, **2**, **3**, **4**, **5**, and **6** address this element. Students only need to look as far as Ross Island to see both economic and environmental uses for rocks that one would not think of as valuable. Ross Island has been mined for sand and gravel for years. Sand is used in cement. Sand and gravel can be used in building highways, buildings, land andscaping (gravel). At the same time, Ross Island has areas that are homes to a number of birds including herons and eagles.
D. Ability to reason qualitatively and quantitatively.	Outcomes **1**, **2**, **3**, **4**, **5**, and 6 address this element. As an example, students examining minerals will learn that properties, such as how a mineral breaks or how it reflects light is a function of its chemical composition and atomic structure. Students are always surprised by how much "chemistry" is in a "rocks and minerals" class.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes **1**, **2**, **3**, **4**, **5**, and 6 address this element. The scientific method is an inherent part of any science class, including this one.
F. Aesthetic and artistic values.	Outcomes **2** and **6** address this element. Gems, jewelry, statues, and other artifacts are created from specific rocks or minerals.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes **5** and **6** address this element. Energy utilization, mining, and economics all fall out of any discussion of economically beneficial rocks and minerals.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	*A student who successfully completes this course should be able to:* 1. Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the occurrence and associations of common rocks, minerals, and economic deposits. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this

	analysis to their peers. 6. Assess the contributions of the study of mineralogy and petrology to our evolving understanding of global change and sustainability while placing the development of the study and utilization of rocks and minerals in its historical and cultural context.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to characterize and classify rocks will enable students to gather and comprehend scientific information (observations made on rocks and minerals). Outcome **1** by developing a student's ability to "infer the geologic process which formed individual rock and mineral specimens" will enable students to "explore ideas, models and solutions and generate further questions" associated with geologic processes. • Outcome **2** by developing a student's ability to "analyze the development, scope, and limitations of plate tectonics" will enable students to gather and comprehend scientific information (the theory of plate tectonics). Outcome **2** by developing a student's ability to "utilize plate tectonics to explain the occurrence and associations of common rocks, minerals, and economic deposits" will enable students to "explore ideas, models and solutions and generate further questions" associated with plate tectonics. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources" and "evaluate the quality of this information" will enable students to gather and comprehend scientific information (earth science information). Outcome **3** by developing a student's ability to "compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with mineralogy and petrology. • Outcome **4** by developing a student's ability to "field based observations and measurements of rocks and minerals" will enable students to gather and comprehend scientific information (field based observations & measurements). Outcome **4** by developing a student's ability to "use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy" will enable students to "explore ideas, models and solutions and generate further questions" associated with mineralogy and petrology. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this analysis to their peers" will enable students to "explore ideas, models and solutions and

	generate further questions" associated with mineralogy and petrology.

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Course outcomes **1, 2, 3, 4,** and **5** enable students to meet this outcome. • Outcome **1** by developing a student's ability to "use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens" will enable students to individually apply scientific modes of inquiry to solve problems. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the occurrence and associations of common rocks, minerals, and economic deposits" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **3** by developing a student's ability to "access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **4** by developing a student's ability to "make field based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy" will enable students to individually apply scientific modes of inquiry to critically evaluate existing and alternative explanations. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this analysis to their peers" will enable students to apply scientific modes of inquiry individually and collaboratively, to make evidence based decisions in an ethical manner.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	Course outcomes **2, 3, 4, 5** and **6** enable students to meet this outcome. • Outcome **2** by developing a student's ability to utilize their understanding of the development, scope, and limitations of plate tectonics "to explain the occurrence and associations of common rocks, minerals, and economic deposits" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **3** by developing a student's ability to "earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of

	rock and mineral forming processes identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **4** by developing a student's ability to "make field based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy" will enable students to assess the strengths and weaknesses of scientific studies. • Outcome **5** by developing a student's ability to "use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this analysis to their peers" will enable students to critically examine the influence of scientific knowledge on human society and the environment. • Outcome **6** by developing a student's ability to "assess the contributions of the study of mineralogy and petrology to our evolving understanding of global change and sustainability while placing the development of the study and utilization of rocks and minerals in its historical and cultural context" will enable students to critically examine the influence of scientific knowledge on human society and the environment.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Auto Collision Repair Technology		Submitter:	George Warneke SAC Chair
Prefix and Course Number:	AB 100	Submitter Phone and Email:	971-722-7508 george.warneke@pcc.edu
Credit 12		Course Title:	Auto Body Basic Skills

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	27.5 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Students that complete this course will be prepared to:

- identify and implement basic strategies and processes to solve workplace and vehicle repair problems, access and utilize basic repair information in a rapidly changing technology.
- apply necessary basic computation skills effectively as they pertain to auto collision repair.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing collision damage estimates that include adding, subtracting, and multiplying for parts and materials costs, labor calculations, and overlapping operations.
- measuring voltage and resistance within an electrical circuit.
- determining fastener sizes in both metric and fractional configurations.
- converting fraction to metric sizes to determine diameter and thread pitch for bolts.
- measuring bolt sizes using the metric system and determining bolt strength designations using charts and graphs.
- working with ratios and proportion in determining the content of anti-freeze to water in the automotive cooling system.
- measuring metal thickness (gage), wire speed rates, voltage settings during welding.
- laying out and measuring dimensions for shop lab projects.
- determining torque measurements for bolt tightening operations.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	62 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Students that complete this course will be prepared to:

- communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to basic terminology, processes and skills of auto collision repair and professional workplace behavior.
- work safely in the auto collision repair industry and apply a proper understanding of the use of basic tools and welding equipment, products and chemicals and how those items affect the local and global environment.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations.
- required reading of 411 pages in the text book "Auto Body Repair Technology"
- answering chapter review and ASE style questions and students reading some of those answers aloud in class.
- presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day.
- students explain technical terminology definitions when called on during classroom time or within their shop lab team.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	95 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.

Students that complete this course will be prepared to:

- use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry.
- apply knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with supervision.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students learn about team concepts and cultural awareness through class room prsentation and dialogue
- students are required to function as a contributing member of a team or group during parts replacement and welding activities.
- they have to work together to compile both written and oral diagnostic evaluations and come to agreement upon the proper sequence and method of replacement or repair of various automotive collision related projects.
- students must coordinate and cooperate in the set-up and use of equipment.

- because of the diversity of students within the program, they must learn to work with fellow classmates of different race, gender and ethnicity.
- they must also learn to communicate with team members using English as the primary language.
- team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☒ Computation	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Communication	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to

	Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Human Relations	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Auto Collision Repair Technology		Submitter:	George Warneke SAC Chair
Prefix and Course Number:	AB 105	Submitter Phone and Email:	971-722-7508 george.warneke@pcc.edu
Credit 12		Course Title:	Frame Analysis & Repair

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	57 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Students that complete this course will be prepared to:

- identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize repair information in a rapidly changing technology on a limited basis.
- apply necessary advanced computation skills effectively as they pertain to frame repair measuring and 4-way wheel alignment.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- the extensive study of steering, suspension and wheel alignment geometry angles as it pertains to Camber, Caster, Toe, Steering Axis Inclination and Included Angle, Thrust Angle and Turning Radius.
- learning how to read the geometry angles in degrees and decimal points.
- the adding, subtracting and dividing of those geometry angle degrees.
- determining torque measurements and using them in the tightening operations of the steering and suspension components and wheel lug nuts.
- the study of the metric measurements and the use of them with a metric tape measure, tram gauge measurements, the Universal Measuring System and Chief Velocity Computerized Laser Measuring System.
- the reading of metric frame measurements on factory specification charts.
- the addition, subtraction and division of metric measurements.
- the three dimensional measuring of a vehicle's Datum Plane (for height), Centerline (for

width), and Zero Point (for length).
- the determining of Vector angles for frame pulling chains, anchoring chains and swing chains.
- the reading of hydraulic P.S.I. on pulling equipment and converting to Pressure in Tons.
- understanding and working with measurement tolerances.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	44 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Students that complete this course will be prepared to:

- communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair and professional workplace behavior on a limited basis.
- work safely in the auto collision repair industry and apply a proper understanding of collision theory to the use of frame straightening and alignment equipment, and how products and chemicals affect the local and global environment.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations.
- required reading of 87 pages in the text book "Auto Body Repair Technology"
-
- answering chapter review and ASE style questions and students reading some of those answers aloud in class.
- Reading six technical articles (22 pages) and writing a one page summary for each article.
- presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day.
- students explain technical terminology definitions when called on during classroom time or within their shop lab team.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	120 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.

Students that complete this course will be prepared to:

- use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry.
- apply the frame repair knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with supervision.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students learn about team concepts and cultural awareness through class room prsentation and dialogue
- students are placed on small teams and are expected to function as a contributing member of the team throughout the term.
- team leaders are rotated from day to day.
- they must work together to arrive at an oral diagnostic evaluation and agree on the proper repair plan.
- team members are expected to assist each other to fully understand the shop labs that they work on through verbal, written, and drawing methods of communication.
- students must coordinate and cooperate in the set-up and use of equipment.
- they learn how to treat the class as if they were employed at a job through respect of others, respect of tools, and respect of time.
- because of the diversity of students within the program, they must learn to work with fellow classmates of different race, gender and ethnicity.
- they must also learn to communicate with team members using English as the primary language.
- team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☒ Computation	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be

	substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Communication	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Human Relations	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair

	Related Instruction: Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Auto Collision Repair Technology		Submitter:	George Warneke SAC Chair
Prefix and Course Number:	AB 106	Submitter Phone and Email:	971-722-7508 george.warneke@pcc.edu
Credit 12		Course Title:	Panel Repair

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	32 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Students that complete this course will be prepared to:

- identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize repair information in a rapidly changing technology on a limited basis.
- apply necessary basic computation skills effectively as they pertain to auto collision repair.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students will become proficient at estimating the amount of plastic filler that is needed to repair the damaged panel they are working on. The use of ratios as it applies to the mixing of plastic filler.
- determine the correct grit number of sand paper and the order of their use that is needed to prepare the surface for top coat application.
- write collision estimates that include adding, subtracting, and multiplying for parts and materials costs, labor calculations, and overlapping operations.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	24 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Students that complete this course will be prepared to:

- communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair and professional workplace behavior on a limited basis.
- work safely in the auto collision repair industry and apply a proper understanding of the use of panel repair tools, products and chemicals and how those items affect the local and global environment.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations.
- required reading of 30 pages in the text book "Auto Body Repair Technology"
- answering chapter review and ASE style questions and students reading some of those answers aloud in class.
- students will fill out safety sheets and write a repair plan.
- presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day.
- students explain technical terminology definitions when called on during classroom time or within their shop lab team.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	160 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.

Students that complete this course will be prepared to:

- use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry.
- apply the knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with supervision.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students learn about team concepts and cultural awareness through class room prsentation and dialogue
- students are required to function as a contributing member of a team or group during panel repair activities.
- they have to work together to compile both written and oral diagnostic evaluations and come to agreement upon the proper sequence and method of replacement or repair of various automotive collision related projects.
- students must coordinate and cooperate in the set-up and use of equipment.
- because of the diversity of students within the program, they must learn to work with fellow

classmates of different race, gender and ethnicity.
- they must also learn to communicate with team members using English as the primary language.
- team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☒ Computation	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Communication	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is

	preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Human Relations	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Auto Collision Repair Technology		Submitter:	George Warneke SAC Chair
Prefix and Course Number:	AB 201	Submitter Phone and Email:	971-722-7508 george.warneke@pcc.edu
Credit 12		Course Title:	Panel Replacement

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	30 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Students that complete this course will be prepared to:

- identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize repair information in a rapidly changing technology.
- apply necessary computation skills effectively as they pertain to auto collision repair.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students will build mock frame rails according to specific dimensional guide lines that include multiple bends areas and proper angles.
- measure and cut the three required splices, butt weld without backing, butt weld with backing and an offset lap weld.
- measuring dimensions, metal thickness,(gage), wire speed rates, voltage settings during welding.
- determine the severity of damaged vehicles using the proper measuring equipment depending on the damage; measuring tape, tram gage, universal measuring system or the computerized measuring system.
- write collision estimates that include adding, subtracting, and multiplying for parts and materials costs, labor calculations, and overlapping operations.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	28 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Students that complete this course will be prepared to:

- communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair and professional workplace behavior.
- work safely in the auto collision repair industry and apply a proper understanding of the use of advanced welding equipment and tools, products and chemicals and how those items affect the local and global environment.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations.
- required reading of 54 pages in the text book "Auto Body Repair Technology"
- answering chapter review and ASE style questions and students reading some of those answers aloud in class.
- students will fill out safety sheets and write a repair plan.
- write summaries of the repairs, explaining the techniques that were used during the repair, measuring system, types of welds, size of welds and the type of corrosion protection that was applied.
- presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day.
- students explain technical terminology definitions when called on during classroom time or within their shop lab team.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	140 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.

Students that complete this course will be prepared to:

- use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry.
- apply the weld-on panel replacement knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with limited supervision.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students learn about team concepts and cultural awareness through class room prsentation and dialogue
- students are required to function as a contributing member of a team or group

during panel replacement activities.

- they have to work together to prepare both a written and oral repair plan and come to an agreement upon the proper sequence and method of replacement or repair of the various collision repair projects.
- students must coordinate and cooperate in the set-up and use of equipment.
- because of the diversity of students within the program, they must learn to work with fellow classmates of different race, gender and ethnicity.
- they must also learn to communicate with team members using English as the primary language.
- team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☒ Computation	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the

	related instruction in this subject area, as described in the CCOGs.
☒ Communication	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Human Relations	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Auto Collision Repair Technology		Submitter:	George Warneke SAC Chair
Prefix and Course Number:	AB 205	Submitter Phone and Email:	971-722-7508 george.warneke@pcc.edu
Credit 12		Course Title:	Technical Skills/Collision Repair

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	98 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Students that complete this course will be prepared to:

- identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize advanced repair information in a rapidly changing technology.
- apply necessary advanced computation skills effectively as they pertain to auto collision repair.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing collision damage estimates that include adding, subtracting, and multiplying for parts and material costs, labor calculations, and overlapping operations.
- measuring voltage and resistance within an electrical circuit.
- working with steering, suspension and wheel alignment geometry angles as it pertains to Camber, Caster, Toe, Steering Axis Inclination and Included Angle, Thrust Angle and Turning Radius.
- learning how to read the geometry angles in degrees and decimal points. The adding, subtracting and dividing of those geometry angle degrees.
- determining torque measurements and using them in the tightening operations of the steering and suspension components and wheel lug nuts.
- understanding metric measurements and using them with a metric tape measure, tram gauge measurements, the Universal Measuring System and Chief Velocity Computerized Laser Measuring System.

- the reading of metric frame measurements on factory specification charts. The addition, subtraction and division of metric measurements.
- the three dimensional measuring of a vehicle's Datum Plane (for height), Centerline (for width), and Zero Point (for length).
- the determining of Vector angles for frame pulling chains, anchoring chains and swing chains.
- the reading of hydraulic P.S.I. on pulling equipment and converting to Pressure in Tons.
- understanding and working with measurement tolerances.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	64 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Students that complete this course will be prepared to:

- communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to advanced terminology, processes and skills of auto collision repair and professional workplace behavior.
- work safely in the auto collision repair industry and apply a proper understanding of the use of advanced tools, products and chemicals and how those items affect the local and global environment.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- writing visual inspection sheets.
- writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations.
- required reading of 149 pages in the text book "Auto Body Repair Technology"
- answering chapter review and ASE style questions and students reading some of those answers aloud in class.
- Reading six technical articles (15 pages) and writing a one page summary for each article.
- presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day.
- students explain technical terminology definitions when called on during classroom time or within their shop lab team.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	126 hours

Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.

Students that complete this course will be prepared to:

- use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry.
- apply the advanced technical knowledge, skills and attitudes necessary to work within the ethical and

professional parameters of the auto collision repair profession, with limited supervision.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- students learn about team concepts and cultural awareness through class room prsentation and dialogue
- students are placed on small teams and are expected to function as a contributing member of the team throughout the term.
- team leaders are rotated from day to day.
- they must work together to arrive at an oral diagnostic evaluation and agree on the proper repair plan.
- team members are expected to assist each other to fully understand the shop labs that they work on through verbal, written, and drawing methods of communication.
- students must coordinate and cooperate in the set-up and use of equipment.
- they learn how to treat the class as if they were employed at a job through respect of others, respect of tools, and respect of time.
- because of the diversity of students within the program, they must learn to work with fellow classmates of different race, gender and ethnicity.
- they must also learn to communicate with team members using English as the primary language.
- team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☒ Computation	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire.

	Experience: Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Communication	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.
☒ Human Relations	**Education:** AAS (or higher) in Auto Collision Repair/Painting or a field appropriate to Auto Collision Repair/Painting and teachers preparation coursework is preferred but not required. ASE certification in all areas of instruction is required within first year of hire. **Experience:** Five years current full-time "on the line" technical service in Auto Collision repair with technical knowledge of painting required. Five years recent experience teaching elements of Auto Collision repair/painting and

	supervisory experience in the auto collision repair/painting industry might be substituted (year for year) for current technical service in auto collision repair **Related Instruction:** Instructors who meet the above requirements are qualified to deliver all of the related instruction in this subject area, as described in the CCOGs.

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	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 100	Proposed prefix and number	
Current course title	Autobody Basic Skills	Proposed title (60 characters max)	Auto Body Basic Skills
Reason for title change	Should be two words.	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
Autobody Basic Skills Introduces oxy-acetylene welding, use of hand tools, equipment, and procedures in replacing and aligning auto body components including the use of MIG welders in auto body repair. Develops skills in repair of auto body metals. Discusses damage analysis and how dents are reshaped to original contours.	Introduces oxy-acetylene welding, use of hand tools, equipment, and procedures in replacing and aligning auto body components including the use of MIG welders in auto body repair. Develops skills in repair of auto body metals. Discusses damage analysis and how dents are reshaped to original contours.

Reason for change	To get rid of course title from within the description. (Autobody Basic Skills)

LEARNING OUTCOMES: Describe what 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
Function safely in the PCC Auto Collision Repair Shop. • Demonstrate professional work habits and ethics. • Gain knowledge and skills in the problem solving process. • Develop skills in the operation of Oxygen- Acetylene welding equipment. • Develop skills in the use of selected shop tools. • Demonstrate the ability to correctly disassemble and assemble auto body • parts. • Develop skills in the use and maintenance of the types of MIG welders used • in the auto collision repair industry. • Demonstrate the ability to repair small dents in auto body panels using metal • finishing techniques.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to basic terminology, processes and skills of auto collision repair and professional workplace behavior. • work safely in the auto collision repair industry and apply a proper understanding of the use of basic tools and welding equipment, products and chemicals and how those items affect the local and global environment. • identify and implement basic strategies and processes to solve workplace and vehicle repair problems, access and utilize basic repair information in a rapidly changing technology. • apply necessary basic computation skills effectively as they pertain to auto collision repair. • use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry. • apply knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with supervision.
Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do "out there".

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 105	Proposed prefix and number	
Current course title	Frame Analysis & Repair	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

Reason for change	

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

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

Current learning outcomes	New learning outcomes
Function safely in the PCC Auto Collision Shop. • Demonstrate professional work ethics, employment seeking, and employment keeping habits. • Gain knowledge and skills in the problem solving process. • Demonstrate abilities to disassemble, measure and diagnose, repair, reassemble and prepare vehicle for delivery to the customer. • Apply alignment skills in performing a four wheel alignment.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair and professional workplace behavior on a limited basis. • work safely in the auto collision repair industry and apply a proper understanding of collision theory to the use of frame straightening and alignment equipment, and how products and chemicals affect the local and global environment. • identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize repair information in a rapidly changing technology on a limited basis. • apply necessary advanced computation skills effectively as they pertain to frame repair measuring and 4-way wheel alignment. • use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry. • apply the frame repair knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with supervision.

Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do “out there”.

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

If the SAC wants to set the RD, 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 106	Proposed prefix and number	
Current course title	Panel Repair	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
Panel Repair Develop skills in repair of practice panels, school owned vehicles, and customer cars. Safe use of grinders, sanders, assorted hand tools, and pulling equipment will be applied and practiced. Paint fundamentals, preparation, and application will be discussed.	Develop skills in repair of practice panels, school owned vehicles, and customer cars. Safe use of grinders, sanders, assorted hand tools, and pulling equipment will be applied and practiced. Paint fundamentals, preparation, and application will be discussed.

Reason for change	To remove the course title from within the description. (Panel Repair)

LEARNING OUTCOMES: Describe what 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
• Function safely in the PCC Auto Collision Shop. • Demonstrate professional work ethics. • Gain knowledge and skills in the problem solving process. • Demonstrate abilities to disassemble, repair body damage, reassemble and prepare vehicle for delivery to the customer.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair and professional workplace behavior on a limited basis. • work safely in the auto collision repair industry and apply a proper understanding of the use of panel repair tools, products and chemicals and how those items affect the local and global environment. • identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize repair information in a rapidly changing technology on a limited basis. • apply necessary basic computation skills effectively as they pertain to auto collision repair. • use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry. • apply the knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with supervision.

Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do "out there".

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

If the SAC wants to set the RD, 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: Prerequisites are placed in the Addendum area and should be in the course description.

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: Course Description

prefix & number: AB 100, or AB 101 and AB 102	☒ 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

George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 116	Proposed prefix and number	
Current course title	Auto Painting I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	

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

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

Current learning outcomes	New learning outcomes
Develops knowledge and skills in care and use of all painting equipment, shop safety, conservation of materials, surface preparation for application of paint, application techniques, color matching and basic taping techniques.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to basic terminology, processes and skills of auto body painting and professional workplace behavior. • work safely in the auto body painting industry and apply a proper understanding of the use of basic tools, products and chemicals and how those items affect the local and global environment. • identify and implement basic strategies and processes to solve basic workplace and auto body painting problems, access and utilize basic repair information in a rapidly changing technology. • apply necessary basic computation skills effectively as they pertain to auto body painting. • use an understanding of variation in culture and human interactions to working within the team environment in the auto body painting industry. • apply the basic knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto body painting profession, with supervision.

Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do “out there”.

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

If the SAC wants to set the RD, 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 117	Proposed prefix and number	
Current course title	Auto 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

Reason for change	

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

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

Current learning outcomes	New learning outcomes
Introduces safe use of single stage urethane, advanced masking techniques, small dent repair and detailing. Review and practice of all previously learned painting skills on customer and school owned cars. Prerequisite: AB 116.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto body painting and professional workplace behavior on a limited basis. • work safely in the auto body painting industry and apply a proper understanding of the use of tools, products and chemicals and how those items affect the local and global environment. • identify and implement strategies and processes to solve basic workplace and auto body painting problems, access and utilize repair information in a rapidly changing technology on a limited basis. • apply necessary computation skills effectively as they pertain to auto body painting. • use an understanding of variation in culture and human interactions to working within the team environment in the auto body painting industry. • apply the knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto body painting profession, with supervision.
Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do "out there".

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

If the SAC wants to set the RD, 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 118	Proposed prefix and number	
Current course title	Auto Painting 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

Reason for change	

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

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

Current learning outcomes	New learning outcomes
Introduces safe use of pearl and tri-coat urethane base coat/clear coat systems. Emphasizes spot repair, color matching, blending and plastic part refinishing. Covers surface preparation and proper masking techniques for these products. Prerequisites: AB 116, 117.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to advanced terminology, processes and skills of auto body painting and professional workplace behavior. • work safely in the auto body painting industry and apply a proper understanding of the use of advanced tools, products and chemicals and how those items affect the local and global environment. • identify and implement advanced strategies and processes to solve workplace and auto body painting problems, access and utilize advanced repair information in a rapidly changing technology. • apply necessary advanced computation skills effectively as they pertain to auto body painting. • use an understanding of variation in culture and human interactions to working within the team environment in the auto body painting industry. • apply the advanced knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto body painting profession, with limited supervision and start a career in the auto body painting industry.
Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do “out there”.

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

If the SAC wants to set the RD, 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 201	Proposed prefix and number	
Current course title	Panel Replacement	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
Panel Replacement Covers replacing new and used weld-on panels, such as rocker panels, quarter panels and rear body panels. Includes preparation and installation of cosmetic and structural weld-on panels.	Covers replacing new and used weld-on panels, such as rocker panels, quarter panels and rear body panels. Includes preparation and installation of cosmetic and structural weld-on panels.
Reason for change	To remove the course title from within the course description. (Panel Replacement)

<table>
<tr><td colspan="3">LEARNING OUTCOMES: Describe what 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.</td></tr>
<tr><td colspan="2">Current learning outcomes</td><td>New learning outcomes</td></tr>
<tr><td colspan="2">Function safely in the PCC Auto Collision Shop.
Demonstrate professional work ethics (habits).
Operate MIG welder and resistance spot welder in accordance with industry standards.
Apply knowledge to build a mock frame rail and complete three types of joints using corrosion protection to I-CAR standards.
Demonstrate abilities by reconstructing a section of a vehicle back to pre-accident condition or factory standards.</td><td>Students that complete this course will be prepared to:
communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair and professional workplace behavior.
work safely in the auto collision repair industry and apply a proper understanding of the use of advanced welding equipment and tools, products and chemicals and how those items affect the local and global environment.
identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize repair information in a rapidly changing technology.
apply necessary computation skills effectively as they pertain to auto collision repair.
use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry.
apply the weld-on panel replacement knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with limited supervision.</td></tr>
<tr><td>Reason for change</td><td colspan="2">They did not align with the PCC Core Outcomes and what the student will be able to do “out there”.</td></tr>
<tr><td colspan="3">REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</td></tr>
</table>

If the SAC wants to set the RD, 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: They are missing from course description.			
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: Course Description			
prefix & number: AB 100, AB 105, AB 106	☒ 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 205	Proposed prefix and number	
Current course title	Technical Skills/Collision Repair	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
Technical Skills and Collision Repair Develops knowledge and manipulation skills required for the complete repair of a collision damaged vehicle by understanding and testing the safety and comfort features found on current vehicles. Prerequisites: AB 100, 105, 106 and 201.	Develops knowledge and manipulation skills required for the complete repair of a collision damaged vehicle by understanding and testing the safety and comfort features found on current vehicles. Prerequisites: AB 100, 105, 106 and 201.

Reason for change	To remove the course title from within the course description. (Technical Skills and Collision Repair)

LEARNING OUTCOMES: Describe what 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
• Function safely in the PCC Auto Collision Shop. • Demonstrate professional work ethics (habits). • Recognize the systems and working parts that relate to safety and occupant comfort. • Apply knowledge to weld aluminum and repair sheet molded and plastic components. • Conduct tests using a DVOM. • Demonstrate writing skills by writing an estimate. • Reconstruct a section of a vehicle back to pre-accident condition.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to advanced terminology, processes and skills of auto collision repair and professional workplace behavior. • work safely in the auto collision repair industry and apply a proper understanding of the use of advanced tools, products and chemicals and how those items affect the local and global environment. • identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize advanced repair information in a rapidly changing technology. • apply necessary advanced computation skills effectively as they pertain to auto collision repair. • use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry. • apply the advanced technical knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with limited supervision.

Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do "out there".

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ 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	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 280A	Proposed prefix and number	
Current course title	CE: Auto Body Repair	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

Reason for change	

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

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

Current learning outcomes	New learning outcomes
• Function safely in a licensed auto collision repair shop. • Demonstrate professional work ethics (habits). • Apply auto body repair procedures in a variety of shop situations. • Appraise learned skills by providing a weekly written report.	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to advanced terminology, processes and skills of auto collision repair and professional workplace behavior. • work safely in the auto collision repair industry and apply a proper understanding of the use of advanced tools, products and chemicals and how those items affect the local and global environment. • identify and implement strategies and processes to solve workplace and vehicle repair problems, access and utilize advanced repair information in a rapidly changing technology. • apply necessary advanced computation skills effectively as they pertain to auto collision repair. • use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry. • apply the advanced technical knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with limited supervision and start a career in the auto collision repair industry.

Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do "out there".

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

If the SAC wants to set the RD, 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: They are missing from course description.			
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: Course description			
prefix & number: AB 100, AB 105, AB 106, AB 201, AB 205	☒ 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
George Warneke	george.warneke@pcc.edu	10/15/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Auto Collision Repair Technology	Submitter name Phone Email	George Warneke 971-722-7508 george.warneke@pcc.edu
Current prefix and number	AB 280B	Proposed prefix and number	
Current course title	CE: Auto Body Repair - Seminar	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

Reason for change	

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

worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
• Complete written and practical exit examination. • Function safely in the PCC Auto Collision repair shop. • Demonstrate professional work ethics (habits).	Students that complete this course will be prepared to: • communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to advanced terminology, processes and skills of auto collision repair and professional workplace behavior and provide that experience through 8 weeks of practical work journal entries. • identify and implement strategies and processes to solve workplace and vehicle repair problems and provide that experience through 8 weeks of practical work journal entries. • use an understanding of variation in culture and human interactions to working within the team environment in the auto collision repair industry and provide that experience through 8 weeks of practical work journal entries. • apply the advanced technical knowledge, skills and attitudes necessary to work within the ethical and professional parameters of the auto collision repair profession, with limited supervision and provide that experience through 8 weeks of practical work journal entries. • assess, examine and reflect on their own professional competence and personal beliefs and how these impact and relate to the auto collision repair shop environment and provide that experience through 8 weeks of practical work journal entries. • start a career in the auto collision repair industry.

Reason for change	They did not align with the PCC Core Outcomes and what the student will be able to do "out there".

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

If the SAC wants to set the RD, 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: They are missing from course description.

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: Course description

prefix & number: AB 100, AB 105, AB 106, AB 201, AB 205	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architectural Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf 971.722.4170
Current prefix and number	ARCH 237	Proposed prefix and number	
Current course title	Introduction to Autodesk Revit	Proposed title (60 characters max)	Introduction to Revit Architecture
Reason for title change	Software name change	Proposed transcript title (30 characters max)	**Intro to Revit Architecture**

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

Current Description	Proposed Description
Introduces Autodesk Revit, a parametric 3D modeling software, and it's applications to architecture and covers the creation, retrieval and modification of drawings using basic Revit commands.	Introduces Revit Architecture and it's applications to architectural design and drafting.

Reason for change	Name change of software

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu 10/5/10	
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu 10/5/10	

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:	Dental Hygiene		Submitter name phone and email	Josette Beach
Prefix and Course Number:	DH 204 A		Credits:	1
Course Title: (60 characters max)	Dental Hygiene Practice IV		Transcript Title (30 characters max)	DH Practice IV
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 0 Lec/lab: 0 Lab: 3
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)	$12	

Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)

Continuation of Clinical activities to include treating beginning periodontal disease and moderate deposit patients.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☒ Standard Prerequisites – WR 121, Math 65			
☐ Placement into:	☐ Placement into:		
course prefix & number: DH 103 and DH 106	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course description:			

<table>
<tr><td colspan="2">LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.</td></tr>
<tr><td>Outcomes: (Use observable and measurable verbs)</td><td>Provide assessment, periodontal diagnosis, care planning, implementation of treatment and treatment evaluation techniques for the patient with beginning periodontal disease and slight/moderate deposits.</td></tr>
<tr><td>Course activities and design: (from CCOG)</td><td>Provide patient care for slight/beginning periodontal disease and/or slight/moderate deposits.</td></tr>
<tr><td>Outcomes assessment strategies:
(from CCOG)</td><td>Create a dental hygiene treatment care plan appropriate for non-surgical slight/beginning periodontal cases.
Complete clinical requirements at 75% or greater accuracy.
Attend all clinic bay and documentation meetings and clinical sessions unless excused.
Using reflective learning techniques, maintain a weekly journal.</td></tr>
<tr><td>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</td><td>The slight/beginning periodontal patient
Assessment and care planning
Treatment options and sequencing
Non-surgical periodontal therapy
Self-care
Ultrasonic/sonic instrumentation
Irrigation therapy
Evaluation and maintenance care

COMPETENCIES AND SKILLS:

• Describe treatment sequencing for optimum patient care.
• Explain the medical emergency protocols for the PCC clinic.
• Recognize and assess the value of various new developments in dental hygiene care.
• Explain the factors and considerations that must go into treatment planning for the slight/moderate periodontal patient.
• Discuss the theory, operation, maintenance and precautions associated with use of ultrasonic/sonic instruments.
• Compare and contrast hand-instrumentation and sonic/ultrasonic scaling.
• Compare and contrast irrigation therapy products and systems.
• Discuss patient management principles and problems associated with the slight/beginning periodontal patient.
• Discuss possible reasons for modifying an established treatment plan.
• Provide safe, effective clinical care for slight/beginning periodontally involved patients at an introductory level.
• Demonstrate the ability to collect data for assessment, synthesize the data to form a dental hygiene diagnosis, plan, implement and evaluate treatment for a variety of clinic patients at the developmental level.</td></tr>
</table>

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.	DH 204 is currently a 5 credit hour course taught in the Fall Term of the DH students second year of training. The program would like to offer a 1 credit portion of DH 204 during the summer term between first and second year. This allows students to maintain their practice skills during the four month break before they begin to see patients again in Fall term. Less review/remediation will have to take place once Fall term begins. They will also be able to reduce the Fall term clinic credits to 4 credit hours by enrolling in a newly proposed DH 204B course (12 contact hours). Reducing their Fall Term clinic load by one credit allows them to enroll in a one credit course for Restorative Dentistry. The 4 credit DH 204 (12 contact hours/wk) will still meet the CODA Accreditation Standards of 12 clinic hours needed per week.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Dental Hygiene	# credit: 104
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:	DH 204A is the 1st credit of the second year clinical course that will be offered during summer term to maintain the skill level acquired by the students at the end of their first year. The remaining four credit hours will be offered to students during Fall term of their 2nd yr.	

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 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	Yes, Other Accredited Dental Hygiene Programs may accept this course as part of their clinical course work. Pacific University and OIT Bachelors completion program in dental sciences accepts PCC DH courses.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide	No

details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	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: Summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Pilgrim	npilgrim@pcc.edu	10/14/2010
SAC Administrative Liaison	Email	Date
Josette Beach	jbeach@pcc.edu	10/14/2010

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Dental Hygiene		Submitter name phone and email	Josette Beach
Prefix and Course Number:	DH 204 B		Credits:	4
Course Title: (60 characters max)	Dental Hygiene Practice IV		Transcript Title (30 characters max)	DH Practice IV
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 0 Lec/lab: 0 Lab: 12
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)	$36	

Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)

Continuation of clinical activities to include treating moderate periodontal patients and patients with moderate/heavy deposits; activities will correlate to theory lecture course DH 201.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☒ Standard Prerequisites – WR 121, Math 65			
☐ Placement into:	☐ Placement into:		
course prefix & number: DH 204A	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: DH 201	☐ Prerequisite	☒ Corequisite	☐ pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Provide assessment, periodontal diagnosis, care planning, implementation of treatment and treatment evaluation techniques for the patient with moderate periodontal disease and moderate/heavy deposits.
Course activities and design: **(from CCOG)**	Provide patient care for moderate periodontal disease and/or moderate deposits cases.
Outcomes assessment strategies: **(from CCOG)**	• Create a dental hygiene treatment care plan appropriate for non-surgical moderate periodontal therapy cases. • Create a nutritional diet for a periodontally involved patient. • Complete clinical requirements at 75% or greater accuracy. • Satisfactorily complete a clinical test case. • Attend all clinic bay meetings, documentation meetings and clinical sessions unless excused. • Using reflective learning techniques, maintain a weekly journal.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	COURSE CONTENT (Themes, Concepts, Issues) and SKILLS: The periodontal patient Assessment and care planning Treatment options and sequencing Non-surgical periodontal therapy Self-care Nutritional analysis for oral health New treatments, products and innovations. Ultrasonic/sonic instrumentation Irrigation therapy Evaluation and maintenance care **COMPETENCIES AND SKILLS:** • Describe treatment sequencing for optimum patient care. • Explain the medical emergency protocols for the PCC clinic. • Recognize and assess the value of various new developments in dental hygiene care. • Explain the factors and considerations that must go into treatment planning for the periodontal patient. • Discuss the theory, operation, maintenance and precautions associated with use of ultrasonic/sonic instruments. • Compare and contrast hand-instrumentation and sonic/ultrasonic scaling. • Compare and contrast irrigation therapy products and systems. • Discuss patient management principles and problems associated with the periodontal patient. • Discuss possible reasons for modifying an established treatment plan. • Provide safe, effective clinical care for moderate periodontally involved patients at a developmental level.

	• Demonstrate the ability to collect data for assessment, synthesize the data to form a dental hygiene diagnosis, plan, implement and evaluate treatment for a variety of clinic patients at the developmental level. • Discuss nutritional concepts and their relationship to oral health. • Develop a food survey plan for use by a clinic patient.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	The four credit hour course includes the moderate periodontal and moderate/heavy calculus deposit cases which will correlate with the DH 201 lecture course they are taking at the same time Fall Term. Historically, the DH 204 course was 5 credits (15 clinical hours/wk). The new format allows one credit to be taken Summer term to maintain clinical skills acquired during spring term of their first year. Less review and remediation will be required upon entry into Fall term. The four hour course reduces their contact time which allows them to enroll in a 1 credit clinical course in restorative dentistry. The 4 credit DH 204 (12 contact hours/wk) will still meet the CODA Accreditation Standards of 12 clinic hours needed per week.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Dental Hygiene	# credit: 104
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:	The four credit hour DH 204B completes the previously taught traditional DH 204 course which was 5 credits. Students will complete the same number of credits in DH 204 through the option of taking one credit in the summer and four credits in the fall.	

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 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	Yes, Accredited Dental Hygiene Programs and Pacific University and OIT DH Bachelor Completion Programs.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	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: Fall Term 2011.
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Pilgrim	npilgrim@pcc.edu	10-14-2010
SAC Administrative Liaison	Email	Date
Josette Beach	jbeach@pcc.edu	10-14-2010

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Building Construction Technology	Submitter name, phone, and email	Robert Steele (503) 614-7328 rsteele@pcc.edu
Course prefix and number	BCT 150	Course title	Mechanical Electrical and Plumbing

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture 3		Lecture 4	
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	3	Total weekly contact hours	4
Total credits	3	Total credits	4
Reason for change:	The instructor is unable to adequately cover the new construction products available. To add these products to his current course subject materials covered, He will require one more contact hour per week.		

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	
Implementation term		XNext 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

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Education		Submitter: Kay	Peterson
Prefix and Course Number:	ED 100	Submitter Phone and Email:	X5229 cpeterso@pcc.edu
Course Title:	Introduction to Education		

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	90
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		

- Use an understanding of school issues in our society and the roles of various instructional personnel in schools in order to work effectively in a school setting
- Use reason, decision-making, and complex problem-solving in school-related situations especially those regarding ethics and confidentiality

- Communicate effectively in situations relating to students, parents, and professional colleagues

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- Apply legal and ethical principles to school situations to determine appropriate responses.
- Relate contemporary social, ethical and legal school issues to their historical context
- Differentiate the various roles of educators and school personnel to enhance effective collaboration.
- Demonstrate communication skills in situations relating to students, parents, and professional colleagues.
- Demonstrate the ability to use reason, decision-making, and complex problem-solving in school-related situations especially those regarding ethics and confidentiality.
- Gather and prepare pre-employment materials (e.g., resume, cover letter, requests for letters of reference) to present themselves as viable candidates in the workplace.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
. Computation	
☐ Communication	
☐ **x**Human Relations	Masters Degree in Education or Communications or Intercultural Relations or Psychology

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Education		Submitter: Kay	Peterson
Prefix and Course Number:	ED 124	Submitter Phone and Email:	X5229 cpeterso@pcc.edu
Course Title:	Instructional Strategies: Math/Science		

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	90

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

- Use a variety of strategies to reinforce and assess basic math concepts.
- Integrate math concepts into science curriculum.
- Demonstrate the ability to use reason, decision making, and complex problem solving skill

Content (Activities, Skills, Concepts, etc.): provide details or specifics

- Demonstrate conceptual understanding of place value, the four basic operations, fractions, and decimal fractions through use of manipulatives, graphic representations, and verbal explanations.
- Use physical or graphic models to explain traditional and alternative algorithms.
- Use traditional and alternative algorithms to solve mathematical problems.
- Recognize and analyze multiple methods for solving a given mathematical problem.
- Use error analysis to determine underlying misconceptions in mathematical thinking.
- Use a variety of formal and informal assessments to determine underlying mathematical thinking patterns.
- Develop instructional activities based on mathematical error analysis and other assessments.
- Translate mathematical concepts into realistic and meaningful contexts.
- Collect and analyze data from realistic and meaningful contexts.
- Use collected data to explain and practice basic mathematical concepts.
- Develop a series of mathematics activities to reinforce and assess a basic math concept moving from concrete to abstract.
- Develop activities associated with statewide k-12 mathematics standards.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.
Content (Activities, Skills, Concepts, etc.): provide details or specifics

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☐**x** Computation	Masters Degree in Education with 3 years of teaching math K-12 settings or MATH endorsement K-12 or Masters Degree in Math or Math Education with 3 years of teaching math K-12 settings or
☐ Communication	
☐ Human Relations	

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information			
Department: Education		Submitter: Kay	Peterson
Prefix and Course Number:	ED 263	Submitter Phone and Email:	X5229 cpeterso@pcc.edu
Course Title:	Portfolio Development		

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	60

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

- Use a professional portfolio as a vehicle to provide evidence of career-related competencies,
- Select, describe, arrange, and display appropriate artifacts to enable a reader of the portfolio to interpret them as intended without assistance
- Prepare and deliver a professional quality oral presentation.
- Provide constructive feedback to colleagues regarding professional communication
- Make appropriate adjustments to professional presentations in response to feedback.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Based on direct instruction, students:

- Interpret orally or in writing program outcomes and associated rubrics.
- Gather, organize, and select appropriate artifacts to best communicate their proficiency in program outcomes.
- Compose reflective written pieces to accompany artifacts they have selected to demonstrate their proficiency related to program outcomes.
- Provide written or oral rationales for rubric-based ratings given to classmates' reflective writing as well as suggestions for improvement in presentation or organization.

- Revise writing based on instructor and peer feedback to a professional job-search standard.
- Arrange and order artifacts and reflections to effectively communicate their proficiency related to program outcomes.
- Use organizational techniques (e.g., color coding, consistent formatting) so that their portfolio can be effectively interpreted by a reviewer without the student present.
- Compose an opening statement for their portfolio (which could include a brief biography, professional goals, purpose of the portfolio, and/or an explanation of the organizational structure of the portfolio).
- Plan and/or conduct an oral presentation of their portfolio.
- Evaluate orally and/or in writing their own portfolios based on the program outcomes rubrics as well as organizational and presentational elements.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
. Computation	
x☐ Communication	Masters Degree in Education or Psychology or Communication or Intercultural Relations
☐ Human Relations	

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
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	Education	Submitter name Phone Email	Gabe Hunter-Bernstein 503-978-5229 ghunterb@pcc.edu
Current prefix and number	ED 263	Proposed prefix and number	
Current course title	Portfolio Development	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: WR 115, RD 115	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: WR 115, RD 115, MTH 60	x Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kay Peterson	cpeterso@pcc.edu	6/17/2010
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	6/25/2010