

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

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

Experimental Courses:
None

Course Inactivation:
None

Available Grading Option:
None

Old Business:
None

New Business:

441. MTH 105 – Explorations in Mathematics
Designation – General Education

442. MTH 111 – College Algebra
Designation – General Education

443. MTH 112 – Elementary Functions
Designation – General Education

444. MTH 211 – Foundations of Elem Math I
Designation – General Education

445. MTH 212 – Foundations of Elem Math II
Designation – General Education

446. MTH 213 – Foundations of Elem Math III
Designation – General Education

447. MTH 241 – Calc for Mgmt, Life/Social Sci
Designation – General Education

448. MTH 243 – Statistics I
Designation – General Education

449. MTH 244 – Statistics II
Designation – General Education

450. MTH 251 – Calculus I
Designation – General Education

451. MTH 252 – Calculus II
Designation – General Education

452. MTH 253 – Calculus III
Designation – General Education

453. MTH 254 – Vector Calculus I
Designation – General Education

454. MTH 256 – Differential Equations
Designation – General Education

455. MTH 261 – Applied Linear Algebra I
Designation – General Education

456. PL 101 – Introduction to Law
Course Revision – Outcomes

457. PL 102 – Introduction to Law
Course Revision – Outcomes

458. PL 103 – Ethics
Course Revision – Outcomes

459. PL 106 – Computer Research in Law
Course Revision – Number, Req, Out

460. PL 107- Techniques of Interview
Course Revision – Outcomes

461. PL 130 – Legal Software
Course Revision – Requisites

462. PL 203 – Legal Research
Course Revision – Outcomes

463. PL 204 – Applied Legal Research
Course Revision – Outcomes

464. PL 101 – Introduction to Law
Related Instruction

465. PL 102 – Introduction to Law
Related Instruction

466. PL 103 – Ethics
Related Instruction

467. PL 106 – Computer Legal Research
Related Instruction

468. PL 107 –Client Interviewing
Related Instruction

469. PL 203 – Legal Research
Related Instruction

470. PL 204 – Applied Legal Research
Related Instruction

471. HST 270 – History of Mexico
Course Revision – Outcomes

472. HST 274 – African American History I
Course Revision – Des, Outcomes

473. HST 275 – African American History II
Course Revision – Des, Outcomes

474. HST 276 – African American History III
Course Revision – Des, Outcomes

475. HST 284 – History of Africa
Course Revision – Outcomes

476. HST 270 – History of Mexico
Designation – Cultural Literacy

477. HST 274 – African American History I
Designation – Cultural Literacy

478. HST 275 – African American History II
Designation – Cultural Literacy

479. HST 276 – African American History III
Designation – Cultural Literacy

480. HST 284 –History of Africa
Designation – Cultural Literacy

481. HUM 100 – Introduction to Humanities
Course Revision – Outcomes

482. HUM 202 – Hum & Tech: Contemporary Issues
Course Revision – Outcomes

483. HUM 204 – African History
Course Revision – Title, Outcomes

484. HUM 214 – Race and Racism
Course Revision – Outcomes

485. HUM 221 – Leadership Development
Course Revision – Outcomes

486. HUM 100 – Introduction to Humanities
Designation – Cultural Literacy

487. HUM 201 – Hum & Tech: Exploring Origins
Designation – Cultural Literacy

488. HUM 202 – Hum & Tech: Contemporary Issues
Designation – Cultural Literacy

489. HUM 203 – Hum & Tech: Future Direction
Designation – Cultural Literacy

490. HUM 204 – History of Africa
Designation – Cultural Literacy

491. HUM 205 – African Literature
Designation – Cultural Literacy

492. HUM 206 – African Art
Designation – Cultural Literacy

493. HUM 214 – Race and Racism
Designation – Cultural Literacy

494. HUM 221 – Leadership Development
Designation – Cultural Literacy

495. CHN 260 – Chinese Culture
Designation – General Education

496. CHN 260 – Chinese Culture
Designation – Cultural Literacy

497. JPN 101 –First Year Japanese
Course Revision – Des, Outcomes

498. JPN 102 – First Year Japanese
Course Revision – Des, Outcomes

499. JPN 103 – First Year Japanese
Course Revision – Des, Outcomes

500. JPN 201 – Second Year Japanese
Course Revision – Des, Outcomes

501. JPN 202 – Second Year Japanese
Course Revision – Des, Outcomes

502. JPN 203 – Second Year Japanese
Course Revision – Des, Outcomes

503. JPN 260A – Japanese Culture
Course Revision – Des, Outcomes

504. JPN 261A – Japanese Culture
Course Revision – Des, Outcomes

505. JPN 262A – Japanese Culture
Course Revision – Des, Outcomes

506. JPN 270 – Readings in Japanese Literature
Course Revision – Des, Outcomes

507. CAS 137- Basic Web Design Skills/Adobe Creative Suite
New Course

508. DS 101 – Engine Rebuild and Lab Procedures
Course Revision – Title, Des, Outcomes

509. DS 104 – Fundamentals of Electricity and Electronics
Course Revision – Des, Outcomes

510. DS 204 – DS Start/Charge & Elec Cntl Sys
Course Revision – Title, Des, Outcomes

511. DS 101 – Diesel Engine Rebuild and Lab Procedures
Related Instruction

512. DS 104 – Fundamentals of Electricity and Electronics
Related Instruction

513. DS 204 – DS, Starting, Charging and Electronic Control Systems
Related Instruction

514. CIS 187I – Web Technical Administration
New Course

515. CIS 133J – Java Programming I
Course Revision – Description

516. CIS 135T – XML, Data Transformation and Objects
Course Revision – Title, Des, Outcomes

517. CIS 233J – Java Programming II
Course Revision – Des

518. CIS 234N – C# Programming
Course Revision – Des, Outcomes

519. HOR 291 – Landscapre Design Process
Course Revision – Requisites

520. LAT 223 – Site Surveying and Analysis
Course Revision – Outcomes

521. LAT 223 – Site Surveying and Analysis
Related Instruction

522. FP 9090 – Incident Command
Course Revision – Number, Req, Outcomes

523. FP 9140 – Fire Officer I
Course Revision – Number, Des, Req, Outcomes

524. FP 9070 – Major Emergency Tactics/Strategy
Course Revision – Number, Des, Req, Outcomes

525. ED 264 – Portfolio Development II: AAS Paraeducator Addition
New Course

526. PE 186L – Modern Dance III
New Course

527. AM 204 – CE: Auto Lab 1
New Course

528. AM 205 – CE: Auto Lab 2
New Course

529. AM 206 – CE: Auto Lab 3
New Course

530. AM 280A – CE: Automotive Service
Course Revision - Outcomes

531. ALC 51A – Basic English Skills Workshops & Lab
New Course

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 105	Course Title:	Explorations in Mathematics
Course Credits:	4.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Students engage in the discovery and exploration of selected non-traditional topics in mathematics. Possible topics include mathematics of social choice, geometry, statistics, probability, and discrete mathematics. Technology will be used where appropriate. Students communicate results in oral and written form. Prerequisites: WR 115, RD 115 and MTH 95 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> • Use appropriate mathematics, including correct mathematical terminology, notation and symbolic processes, to solve every day problems. • 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. • Support conclusions using logical thought, reflection, explanation and justification. • Recognize that mathematics is sensible, useful and/or worthwhile in a variety of applications in every day life and other academic disciplines. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>This particular course is unique in our mathematics curriculum. Because it is not part of a sequence and does not satisfy any prerequisite requirement for any future course, many of the topics covered in the course are more non-traditional from a curricular standpoint.</p> <p>In particular, this course will explore three to five of the following topics: apportionment, voting theory, exponential growth/decay applied to populations and financial situations, game theory, queuing theory, code breaking/cryptography, set theory, statistics, probability, counting techniques (combinations, permutations), Boolean algebra, graph theory, fractal geometry, non-Euclidian geometry, tilings, and symmetry.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discern the meaning of the results) to another person.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p>

	One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.
--	--

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Use appropriate mathematics, including correct mathematical terminology, notation and symbolic processes, to solve every day problems. • 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. • Support conclusions using logical thought, reflection, explanation and justification. • Recognize that mathematics is sensible, useful and/or worthwhile in a variety of applications in every day life and other academic disciplines.
*Note: 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	This course explores many topics that are non-traditional in the standard mathematics curriculum. As such, the first step in this exploration is to
--	---

<p>mathematics to solve problems"?**</p>	<p>investigate these types of concepts graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically (as appropriate). All three of these ways of working with these concepts make use of the arithmetic and foundational algebra (introductory algebra and intermediate algebra) concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
<p>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”?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.</p> <p>In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.</p> <p>When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any</p>

mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. (e.g. Suzy Q made \$30,000 last year. She gets a 5% raise each year. How much will she make in 4 years? If the student answer \$22,341.92, clearly that is not logical.) Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the social and physical sciences (business, finance, chemistry, physics, etc.).

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 111	Course Title:	College Algebra
---------------------------	---------	---------------	-----------------

Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
-----------------	-----	------------------	-------------------------------

Course Description:	Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: MTH 95, RD 115, and WR 115, or equivalent placement.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when exponential, logarithmic, rational, or polynomial functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate college algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with exponential, logarithmic, rational, and polynomial functions in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in the mathematical, physical, and social sciences that requires the use of and an understanding of the concepts of college algebra.
------------------	--

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores exponential, logarithmic, polynomial, rational functions. These types of functions can be used, among other things, to model population growth, changes in values of property (cars, houses, etc.), and calculating interest earned or owned on different investments.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p> <p>One goal of the course is for students to not only be able to apply the</p>

	<p>mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	---

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when exponential, logarithmic, rational, or polynomial functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate college algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with exponential, logarithmic, rational, and polynomial functions in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in the mathematical, physical, and social sciences that requires the use of and an understanding of the concepts of college algebra.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

<p>How does the course enable a student to “use appropriate mathematics to solve problems”?**</p>	<p>This course explores exponential, logarithmic, polynomial, and rational functions. The first step in this exploration is to investigate these types of functions graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various functions, they then explore how to work with those functions, again graphically, symbolically, and numerically. All three of these ways of working with functions make use of the arithmetic and foundational algebra (introductory algebra and intermediate algebra) concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of functions covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
<p>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”?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of functions they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.</p> <p>In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.</p>

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. (e.g. Suzy Q made \$30,000 last year. She gets a 5% raise each year. How much will she make in 4 years? If the student answer \$22,341.92, clearly that is not logical.) Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the social and physical sciences (business, finance, chemistry, physics, etc.).

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 112	Course Title:	Elementary Functions
Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Investigates trigonometric functions, equations and identities. Examines right and oblique triangles, vectors, polar coordinates, parametric equations, and complex numbers. Explores topics graphically, numerically, symbolically, and verbally. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: (MTH 111 or MTH 111B or MTH 111C), RD 115, and WR 115, or equivalent placement.		
Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when trigonometric functions, vector arithmetic, the polar coordinate system, or parametric equations are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate trigonometric, parametric, and vector concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with trigonometric functions, vector arithmetic, the polar coordinate system, and parametric equations in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in calculus and the sciences that requires the use of and an understanding of the concepts of elementary functions. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.

<p>c. The course explores questions related to values, ethics and belief within the human experience.</p> <p>d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.</p>	
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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores trigonometric functions, vectors, polar coordinates, parametric equations, and complex numbers. These concepts can be used, among other things, movement on Ferris wheels, almost any situation with something that oscillates (electrical current for example), and the position of a flying object (baseball for example after it's hit by a batter).</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true</p>

	<p>esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility.”</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	---

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when trigonometric functions, vector arithmetic, the polar coordinate system, or parametric equations are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate trigonometric, parametric, and vector concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation.
--	--

	<ul style="list-style-type: none"> • Work with trigonometric functions, vector arithmetic, the polar coordinate system, and parametric equations in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in calculus and the sciences that requires the use of and an understanding of the concepts of elementary functions.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

How does the course enable a student to "use appropriate mathematics to solve problems"?**	<p>This course explores trigonometry, vector arithmetic, polar coordinates, and parametric functions. The first step in this exploration is to investigate these types of functions graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with these concepts make use of the arithmetic and foundational algebra (introductory algebra and intermediate algebra) and the prerequisite college algebra concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
--	--

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"?**	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation</p>
---	--

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 211	Course Title:	Foundations of Elem Math I
---------------------------	---------	---------------	----------------------------

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

Course Description:	Surveys mathematical topics for those interested in the presentation of mathematics at the K-9 levels. Topics emphasized are problem solving, patterns, sequences, set theory, logic, numeration systems, number bases, arithmetic operations, and number theory. Various manipulative and problem solving strategies are used. Prerequisite: MTH 95 or higher, and WR 115 and RD 115 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Understand the theoretical foundations of mathematics focusing on whole number arithmetic as taught at the K-9 level in order to develop mathematical knowledge for teaching. • Use various problem solving strategies and algebraic reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results. • Participate in a teacher education program. • Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.
------------------	---

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course develops the mathematical knowledge for teaching mathematics. Students explore the theoretical foundations of elementary mathematics in order to become prepared to teach these concepts in elementary and middle schools.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept in isolation and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
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.

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.*

- Understand the theoretical foundations of mathematics focusing on whole number arithmetic as taught at the K-9 level in order to develop mathematical knowledge for teaching.
- Use various problem solving strategies and algebraic reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results.
- Participate in a teacher education program.
- Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.

***Note:** 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"?**

One focus of this course is to develop problem-solving strategies, as well as the ability to evaluate and compare problem-solving strategies. But in this course "solving problems is not only a goal of learning mathematics, but also a major means of doing so" (*Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics). In this course, an understanding of whole number operations in various bases, the development of algebraic reasoning through describing patterns, reasoning using sets and deduction, and topics from elementary number emerge in the context of problem posing and problem solving.

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”?**	On the surface, this course explores mathematical content already familiar to the students, but students are asked to develop a conceptual understanding of the topics of elementary mathematics at a level rarely required in courses in which students are developing an initial understanding of a mathematical concept. Students engage in reasoning about which model of an operation, for example, is most fruitful in the context of a particular problem and why certain models are more applicable in a given situation. As future teachers students are asked to communicate their understanding. The students are asked to consider alternate explanations for why a mathematical conjecture holds or why a particular strategy works. The mathematical understanding of future teachers needs to be flexible.
**Note: Between your answers to the two outcomes questions above, you need to address all seven criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 212	Course Title:	Foundations of Elem Math II
---------------------------	---------	---------------	-----------------------------

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

Course Description:	Surveys mathematical topics for those interested in the presentation of mathematics at the K-9 levels. Various manipulatives and problem solving approaches are used to explore rational numbers (fractions, decimals, percents), integers, the set of irrational numbers, the set of real numbers, and simple probability and statistics. Prerequisite: MTH 211 and its prerequisite requirements.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Understand the theoretical foundations of mathematics focusing on integer and rational number arithmetic as taught at the K-9 level in order to develop mathematical knowledge for teaching. • Use various problem solving strategies and statistical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results. • Participate in a teacher education program. • Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.
------------------	--

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course develops the mathematical knowledge for teaching mathematics. Students explore the theoretical foundations of elementary mathematics in order to become prepared to teach these concepts in elementary and middle schools.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
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.

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.*

- Understand the theoretical foundations of mathematics focusing on integer and rational number arithmetic as taught at the K-9 level in order to develop mathematical knowledge for teaching.
- Use various problem solving strategies and statistical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results.
- Participate in a teacher education program.
- Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.

***Note:** 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"?**

Solving problems is not only a goal of learning mathematics, but also a major means of doing so" (*Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics). In this course, an understanding of operations with fractions, decimals and integers, the development of proportional and statistical reasoning, and an introduction to probability emerge in the context of problem posing and problem solving.

How does the course enable a student to "recognize which

On the surface, this course explores mathematical content already familiar to the students, but students are asked to develop a conceptual understanding

mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?

of the topics of elementary mathematics at a level rarely required in courses in which students are developing an initial understanding of a mathematical concept. Students engage in reasoning about which model of an operation, for example, is most fruitful in the context of a particular problem and why certain models are more applicable in a given situation. As future teachers students are asked to communicate their understanding. The students are asked to consider alternate explanations for why a mathematical conjecture holds or why a particular strategy works. The mathematical understanding of future teachers needs to be flexible.

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

can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.

In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both different physical sciences (chemistry, physics, etc.).

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 213	Course Title:	Foundations of Elem Math III
---------------------------	---------	---------------	------------------------------

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

Course Description:	Surveys mathematical topics for those interested in the presentation of mathematics at the K-9 levels. Various manipulatives and problem solving approaches are used to explore informal geometry, transformational geometry, and measurement systems. Prerequisite: MTH 211 and its prerequisite requirements.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Understand the theoretical foundations of mathematics focusing on geometric principles as taught at the K-9 level in order to develop mathematical knowledge for teaching. • Use various problem solving strategies and geometrical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results. • Participate in a teacher education program. • Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.
------------------	--

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course develops the mathematical knowledge for teaching mathematics. Students explore the theoretical foundations of elementary mathematics in order to become prepared to teach these concepts in elementary and middle schools.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
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.

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.*

- Understand the theoretical foundations of mathematics focusing on geometric principles as taught at the K-9 level in order to develop mathematical knowledge for teaching.
- Use various problem solving strategies and geometrical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results.
- Participate in a teacher education program.
- Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.

***Note:** 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"?**

Solving problems is not only a goal of learning mathematics, but also a major means of doing so" (*Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics). In this course, an understanding of shape measurement and the development of geometrical reasoning emerge in the context of problem posing and problem solving.

How does the course enable a student to "recognize which

On the surface, this course explores mathematical content already familiar to the students, but students are asked to develop a conceptual understanding

mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results”?	of the topics of elementary mathematics at a level rarely required in courses in which students are developing an initial understanding of a mathematical concept. Students engage in reasoning about which model of an operation, for example, is most fruitful in the context of a particular problem and why certain models are more applicable in a given situation. As future teachers students are asked to communicate their understanding. The students are asked to consider alternate explanations for why a mathematical conjecture holds or why a particular strategy works. The mathematical understanding of future teachers needs to be flexible.
--	--

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 241	Course Title:	Calc for Mgmt, Life/Social Sci
Course Credits:	4.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Topics include limits, continuity, derivatives, and integrals. Applications are investigated from science, business, and social science perspectives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: MTH 111B or MTH 111C and their prerequisite requirements.		
Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world business and social science scenarios to recognize when calculus can be applied, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate calculus concepts that are encountered in business and social sciences, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with calculus concepts in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in business and social sciences that requires the use of and an understanding of the concepts of calculus. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates

to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores limits, continuity, derivatives, and integrals. These concepts can be used, among other things, to determine how quickly relationships are changing (changes in production costs increases over time, etc.)</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one</p>

	another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.
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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world business and social science scenarios to recognize when calculus can be applied, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate calculus concepts that are encountered in business and social sciences, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with calculus concepts in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in business and social sciences that requires the use of and an understanding of the concepts of calculus.
*Note: 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	This course explores limits, continuity, derivatives, and integrals. The first step in this exploration is to investigate these types of concepts graphically,
--	--

<p>mathematics to solve problems"?**</p>	<p>numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with functions make use of the arithmetic and foundational algebra, college algebra, and trigonometric concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
<p>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"?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.</p> <p>In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.</p> <p>When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any</p>

mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from business and the social science.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 243	Course Title:	Statistics I
---------------------------	---------	---------------	--------------

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

Course Description:	Topics include displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, and introduction to confidence intervals. Applications are investigated from science, business, and social science perspectives. TI graphing calculator with advanced statistical programs and/or computer software, see instructor. Prerequisites: MTH 111 or MTH 111B or 111C and their prerequisite requirements.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Analyze data and graphs in real world scenarios to recognize what probability and statistics are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches. Judge if the results are reasonable and then interpret and clearly communicate the results. • Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with probability and statistics in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework and to continue a course of study in their major field that requires the use of and an understanding of the concepts of probability and statistics
------------------	---

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.

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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, and introduction to confidence intervals. These concepts can be used, among other things, to calculate the probability of certain events happening, to determine the likelihood of a result from a survey was significant, and to interpret data in a useful way.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true</p>

	<p>esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility.”</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	---

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze data and graphs in real world scenarios to recognize what probability and statistics are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches. Judge if the results are reasonable and then interpret and clearly communicate the results. • Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation.
--	---

	<ul style="list-style-type: none"> • Work with probability and statistics in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework and to continue a course of study in their major field that requires the use of and an understanding of the concepts of probability and statistics
*Note: 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"?**	<p>This course explores displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, and introduction to confidence intervals. The first step in this exploration is to investigate these types of concepts graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with these concepts build upon the arithmetic and foundational algebra and college algebra concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
--	---

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"?**	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the computer/calculator. When using the</p>
---	--

computer/calculator, this validation step can be done both graphically or arithmetically.

In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from science, business, and social science.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 244	Course Title:	Statistics II
---------------------------	---------	---------------	---------------

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

Course Description:	Topics include confidence interval estimation; tests of significance including z-tests, t-tests, ANOVA, and chi-square; and inference for linear regression. Applications are investigated from science, business, and social science perspectives. TI graphing calculator with advanced statistical programs required and/or computer software, see instructor. Prerequisites: MTH 243 and its prerequisite requirements.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Critically analyze the data from observational studies, such as surveys and experiments where treatments are deliberately imposed on the subjects, and using appropriate statistical methods and technology, judge if the results are reasonable, and then interpret and clearly communicate the results. • Interpret studies in scholarly and scientific publications and make sense of statistical information provided by the media. • Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Have sufficient command of the science of reasoning from data and correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and other applications that require the use of and an understanding of the concepts of statistics in a data-based setting.
------------------	--

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- The course attempts an examination or analysis of the discipline to which it belongs.
- The course explores questions related to values, ethics and belief within the human experience.

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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores confidence interval estimation; tests of significance including z-tests, t-tests, ANOVA, and chi-square; and inference for linear regression. These concepts can be used, among other things, to analyze data and graphs of real world scenarios.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p>

	One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.
--	--

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Critically analyze the data from observational studies, such as surveys and experiments where treatments are deliberately imposed on the subjects, and using appropriate statistical methods and technology, judge if the results are reasonable, and then interpret and clearly communicate the results. • Interpret studies in scholarly and scientific publications and make sense of statistical information provided by the media. • Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Have sufficient command of the science of reasoning from data and correct
--	---

	<p>mathematical terminology, notation, and symbolic processes in order to engage in work, study, and other applications that require the use of and an understanding of the concepts of statistics in a data-based setting.</p> <p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>
<p>How does the course enable a student to "use appropriate mathematics to solve problems"?**</p>	<p>This course explores confidence interval estimation; tests of significance including z-tests, t-tests, ANOVA, and chi-square; and inference for linear regression. The first step in this exploration is to investigate these types of concepts graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with these concepts build upon the arithmetic and foundational algebra, college algebra, and foundational probability and statistical concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
<p>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"?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the computer/calculator. When using the computer/calculator, this validation step can be done both graphically or</p>

arithmetically.

In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from science, business, and social science perspectives.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 251	Course Title:	Calculus I
Course Credits:	4.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Develop an understanding of limits, continuity, derivatives and applications of derivatives. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 112 or CMET 131; and their prerequisite requirements. Students must also register for a MTH 251 lab section.		
Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when derivatives and limits are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate derivatives and limit-related concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with derivatives and limits in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and limits with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores limits, continuity, derivatives and applications of derivatives. These concepts can be used, among other things, to determine how quickly relationships are changing. (As the rocket is launched by NASA, how is it's height, speed, and acceleration changing? As the crossing gate is lowered at a railroad crossing, how quickly are the gears moving, height changing, or angle changing? If you have a model for the population of Portland, how quickly is the population changing or how quickly is the air quality in Portland changing?)</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré: "It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true</p>

	<p>esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility.”</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	---

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.

Mathematics	
Outcomes:	
<p>As a result of taking General Education Mathematics courses, a student should be able to:</p> <ul style="list-style-type: none"> • 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:	
<p>A collegiate level Mathematics course should require students to:</p> <ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when derivatives and limits are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate derivatives and limit-related concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with derivatives and limits in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and
--	---

	<p>limits with colleagues in the field of mathematics, science or engineering.</p> <ul style="list-style-type: none"> • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to “use appropriate mathematics to solve problems”?**</p>	<p>This course explores limits, continuity, derivatives and applications of derivatives. The first step in this exploration is to investigate these types of concepts graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with functions make use of the arithmetic and foundational algebra, college algebra, and trigonometric concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
---	--

<p>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”?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.</p>
--	--

In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the physical sciences and engineering.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 252	Course Title:	Calculus II
---------------------------	---------	---------------	-------------

Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
-----------------	-----	------------------	-------------------------------

Course Description:	Develop an understanding of antiderivatives, the define integral, topics of integration, improper integrals, and applications of integration. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 251 and its prerequisite requirements.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when derivatives or integrals are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate derivative and integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with derivatives and integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and integrals with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
------------------	--

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores antiderivatives, the definite integral, topics of integration, improper integrals, and applications of integration. These concepts can be used, among other things, to determine profits, populations, and anything the can be captured by the area under a curve.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p>

	One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.
--	--

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when derivatives or integrals are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate derivative and integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with derivatives and integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and
--	--

	<p>integrals with colleagues in the field of mathematics, science or engineering.</p> <ul style="list-style-type: none"> • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to "use appropriate mathematics to solve problems"?**</p>	<p>This course explores of antiderivatives, the definite integral, topics of integration, improper integrals, and applications of integration. The first step in this exploration is to investigate these types of concepts graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with functions make use of the arithmetic and foundational algebra, college algebra, and trigonometric concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
---	--

<p>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"?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.</p>
--	--

In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the physical sciences and engineering.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 253	Course Title:	Calculus III
Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Topics include: infinite sequences and series (emphasis on Taylor series), an introduction to differential equations, and vectors in three space. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 252 and its prerequisite requirements.		
Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when elementary differential equations, vectors, or series are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate elementary differential equation, vector, and series concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with elementary differential equations, vectors, and series in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors and series with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

<p>c. The course explores questions related to values, ethics and belief within the human experience.</p> <p>d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.</p>	
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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores infinite sequences and series, an introduction to differential equations, and vectors in three space. These concepts can be used, among other things, in approximation theory, in modeling complex populations, and in mechanical problems involving force, velocity, and acceleration.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true</p>

	<p>esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility.”</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	---

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when elementary differential equations, vectors, or series are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate elementary differential equation, vector, and series concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with elementary differential equations, vectors, and series in various
--	---

	<p>situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors and series with colleagues in the field of mathematics, science or engineering.</p> <ul style="list-style-type: none"> • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to "use appropriate mathematics to solve problems"?**</p>	<p>This course explores infinite sequences and series, an introduction to differential equations, and vectors in three space. The first step in this exploration is to investigate these types of concepts graphically, numerically, and symbolically, where applicable. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again graphically, symbolically, and numerically, where applicable. All three of these ways of working with these concepts make use of the arithmetic and foundational algebra, college algebra, and trigonometric concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
---	--

<p>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"?**</p>	<p>There are two parts to this question: the problems in pure mathematics and the problems in applied mathematics that the students come encounter.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both problem in pure mathematics and applied mathematics.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any problem encountered will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student approaches any problem, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In problems of pure mathematics, students are able to validate their work</p>
--	---

several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.

In problems of applied mathematics, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both pure and applied problems, students are expected to carry out the mathematics using proper mathematical notation. In problems of pure mathematics, the results are communicated using proper terminology and notation. In problems of applied mathematics, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the physical sciences and engineering.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 254	Course Title:	Vector Calculus I
---------------------------	---------	---------------	-------------------

Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
-----------------	-----	------------------	-------------------------------

Course Description:	Topics include multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective. Applies integration and differentiation of both types of functions to solve real world problems. Students will communicate their results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 253 and its prerequisite requirements.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when partial derivatives or multiple integrals of multivariate and vector valued functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate partial derivative and multiple integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with partial derivatives and multiple integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving partial derivatives and multiple integrals with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
------------------	--

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores multivariate and vector-valued functions. These types of functions can be used, among other things, compute gradients of electrical fields, the isobars on a weather maps, and motion in three dimensions.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true</p>

	<p>esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility.”</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	---

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when partial derivatives or multiple integrals of multivariate and vector valued functions are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate partial derivative and multiple integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with partial derivatives and multiple integrals in various situations and
--	--

	<p>use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving partial derivatives and multiple integrals with colleagues in the field of mathematics, science or engineering.</p> <ul style="list-style-type: none"> • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to “use appropriate mathematics to solve problems”?**</p>	<p>This course explores multivariate and vector-valued functions. The first step in this exploration is to investigate these types of functions graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various functions, they then explore how to work with those functions, again graphically, symbolically, and numerically. All three of these ways of working with functions make use of the foundational algebra and calculus concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of functions covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
---	---

<p>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”?**</p>	<p>There are two parts to this question: the problems in pure mathematics and the problems in applied mathematics that the students come encounter.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both problem in pure mathematics and applied mathematics.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any problem encountered will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student approaches any problem, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In problems of pure mathematics, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation</p>
--	--

can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.

In problems of applied mathematics, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both pure and applied problems, students are expected to carry out the mathematics using proper mathematical notation. In problems of pure mathematics, the results are communicated using proper terminology and notation. In problems of applied mathematics, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the physical sciences and engineering.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 256	Course Title:	Differential Equations
Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Study a variety of differential equations and their solutions, with emphasis on applied problems in engineering and physics. Differential equations software will be used. Students communicate results in oral and written form. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 253 and its prerequisite requirements.		
Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when ordinary differential equations (ODEs) or systems of ODEs are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate ODE and system of ODEs concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with ODEs and systems of ODEs in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving ODEs and systems of ODEs with colleagues in the field of mathematics, science or engineering. • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.

d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.	
A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores differential equations. "Everything important can be described by differential equations." Differential equations can model pendulum swings, electrical currents, and almost any real world scenario.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to emotional sensibility."</p>

	One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.
--	--

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when ordinary differential equations (ODEs) or systems of ODEs are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate ODE and system of ODEs concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with ODEs and systems of ODEs in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving ODEs and systems of ODEs with colleagues in the field of mathematics, science or
--	--

	<p>engineering.</p> <ul style="list-style-type: none"> • Enjoy a life enriched by exposure to one of humanity's great intellectual achievements.
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	

<p>How does the course enable a student to “use appropriate mathematics to solve problems”?**</p>	<p>This course explores of ordinary differential equations. The first step in this exploration is to investigate these types of concepts graphically, numerically, and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various types of ODEs, they then explore how to work with those concepts, again graphically, symbolically, and numerically. All three of these ways of working with functions make use of the arithmetic and foundational algebra, college algebra, trigonometric, and calculus concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
---	--

<p>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”?**</p>	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. At times this will require the use of technology and at times technology will be used to confirm/validate what the students have done by hand. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done both graphically or arithmetically.</p>
--	--

In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work in the entire situation. They can rework the problem with the solution fit in. If they have the correct solution, the work will be validated.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the physical sciences and engineering.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

SAC Chair	Name	E-mail Address
	Scot Leavitt	sleavitt@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	MTH 261	Course Title:	Applied Linear Algebra I
Course Credits:	5.0	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Overview of linear algebra with some applications. Includes linear systems, vectors, and vector spaces, including eigenspaces. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 253 and its prerequisite requirements.		
Course Outcomes:	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when vectors, matrices, or linear systems are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate linear algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with vectors, matrices, or linear systems symbolically and geometrically in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors, matrices, or systems of linear equations with colleagues in the field of mathematics, science or engineering. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of 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.	<p>One aspect of every mathematics course is to apply the concepts of the course to the students' world, in order for the students to have a deeper understanding of their place in and the goings on of the world in which they live.</p> <p>In particular, this course explores linear systems, vectors, and vector spaces. These concepts can be used, among other things, to model any system of linear equations, find the least-squares regression for a data set, model traffic flow in downtown Portland, or compress the size of a digital image.</p> <p>These concepts cover a wide spectrum of related yet unique concepts. Both the theoretical and applied sides of the concepts are covered.</p> <p>As mentioned in the next section for the AAOT questions, a student can only deeply understand this course's concept by examining and understanding how these concepts relate to the wider mathematical concepts they've seen in the prerequisite mathematics courses.</p>
D. Ability to reason qualitatively and quantitatively.	<p>In mathematics students learn to reason about quantity both computationally and conceptually (qualitatively). To have one type of understanding without the other does not allow for a deep understanding of mathematics.</p> <p>Qualitative reasoning allows a student to first identify the concepts that apply to a particular problem. Quantitative reasoning allows the student to use particular strategies to arrive at a solution.</p> <p>Additionally, formal mathematical proofs are introduced in this course. Formal proofs require a great deal of qualitative reasoning</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Every application problem is a chance to conceptually organize the information, model the information using an appropriate method, analyze the model to extract information necessary for the problem, and then communicate the results (by first discerning the meaning of the results) to another person.</p>
F. Aesthetic and artistic values.	<p>Henri Poincaré:</p> <p>"It may be surprising to see emotional sensibility invoked à propos of mathematical demonstrations which, it would seem, can interest only the intellect. This would be to forget the feeling of mathematical beauty, of the harmony of numbers and forms, of geometric elegance. This is a true esthetic feeling that all real mathematicians know, and surely it belongs to</p>

	<p>emotional sensibility.”</p> <p>One goal of the course is for students to not only be able to apply the mathematics in a given application situation, but to also take the time necessary to reflect upon the concept individually and in relation to one another. Similar to teachers in every subject, we who teach mathematics hope that our students do see some of the beauty in what they do when they work with the symbols, graphs, and relationships in a mathematics course.</p>
--	--

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.

Mathematics	
Outcomes:	
As a result of taking General Education Mathematics courses, a student should be able to:	
<ul style="list-style-type: none"> • 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:	
<ol style="list-style-type: none"> 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.*	<ul style="list-style-type: none"> • Analyze real world scenarios to recognize when vectors, matrices, or linear systems are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results. • Appreciate linear algebra concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. • Work with vectors, matrices, or linear systems symbolically and geometrically in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors, matrices, or systems of
--	--

	linear equations with colleagues in the field of mathematics, science or engineering.
*Note: 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"?**	<p>This course explores linear systems, vectors, and vector spaces. The first step in this exploration is to investigate these types of concepts numerically and symbolically. This enables a student to be able to differentiate these concepts from concepts the students have seen in previous courses.</p> <p>Once students are able to distinguish between the various concepts, they then explore how to work with those concepts, again symbolically and numerically. All three of these ways of working with functions make use of the arithmetic and foundational algebra, college algebra, and trigonometric concepts the students have previously learned.</p> <p>By knowing about and being able to distinguish between the different types of concepts covered in the class, students are able determine which of the approaches they know are appropriate and which will be an effective method to solve a given problem.</p> <p>Once they have determined which approach will be appropriate and effective, they will apply then the necessary mathematics (which they have learned in this class) to execute that approach.</p>
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"?**	<p>There are two parts to this question: the purely algebraic/mathematical problems and the application problems the students come across.</p> <p>Referring to the previous answer about using mathematics appropriately, students have learned how to distinguish between the various types of concepts they will encounter and have in turn learned which tools/methods are appropriate for a given situation. Once they know which concepts/tools/methods to use, they can then apply the appropriate mathematics to the situation. Very frequently this will require the use of technology. All of this applies to both the purely algebraic problems and the application problems.</p> <p>Also applicable to both types of problems, almost every problem encountered is a multi-step problem. Any given equation to solve will rely upon both newly explored and previously learned concepts, and the concepts must be applied at the correct step or the results will not be correct or reasonable. Therefore, when a student is given an equation to solve or an application problem to work through, he or she must first design his or her approach, carry out that approach, and judge if the result is correct.</p> <p>In the purely algebraic problems, students are able to validate their work several ways. Every time they solve an equation, they can check their work by substituting the solution(s) back into the original problem. This validation can be done by hand or by using the calculator. When using the calculator, this validation step can be done arithmetically.</p> <p>In the application problems, students are required to fully document their work so that the solution they use makes sense to anyone looking at their work. From the first step (setting up how they will approach the problem) through the final conclusion, any other student in the course should be able</p>

to follow the work without needing an explanation of what occurred at a particular step.

When approaching an application problem, students must create a mathematical model to represent the situation. Only then can any mathematical work be carried out. Again, by understanding the various types of functions, students can design an appropriate model for the situation.

In the application problems, students are again able to validate their work several ways. First, students should validate that the answer they have come up with makes logical sense in the situation. Second, the students should check their work using technology, realizing that due to the limitations of both calculators and computers alternate solutions may exist.

In both types of problems (purely algebraic problems and application problems), students are expected to carry out the mathematics using proper mathematical notation. In purely algebraic problems, the results are communicated using proper terminology and notation. In application problems, the results are communicated through English.

The examples used for introducing new concepts and used in application problems draw from a variety of other disciplines. This course in particular draws its examples from both the physical sciences and engineering.

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

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- ☐ description
- ☐ prerequisites and co-requisites
- 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	Paralegal	Submitter name Phone Email	Jerry Brask
Current prefix and number	PL 101	Proposed prefix and number	
Current course title	Introduction To Law	Proposed title (60 characters max)	
Reason for title change	none	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
None appear	Utilize analytic skills applying substantive and procedural law to fact situations Use legal terminology effectively Brief a court opinion Communicate regarding substantive and procedural legal topics

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
--	---

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Jerry Brask	gbrask@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@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	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 102	Proposed prefix and number	
Current course title	Introduction to Law	Proposed title (60 characters max)	
Reason for title change	none	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
None appear	Utilize analytic skills applying substantive and procedural law to fact situations Use legal terminology effectively Brief a court opinion Communicate regarding substantive and procedural legal topics Draft a legal pleading

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: PL 101	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
--	---

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Jerry Brask	gbrask@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@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
☒ 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	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 103	Proposed prefix and number	
Current course title	Ethics	Proposed title (60 characters max)	
Reason for title change	none	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
None appear	Apply and utilize fundamental concepts of professional legal ethics Apply and utilize analytic skills applying professional legal ethics to fact situations Avoid malpractice and violations of professional ethical rules Use resources available to paralegals for dealing with ethical issues

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: PL 101 and PL 102

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: PL 101

X ☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ X 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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	
Implementation term	<input type="checkbox"/> X Next available term after approval <input type="checkbox"/> 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
Jerry Brask	gbrask@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Portland Community College

Amended 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
☐ title
☐ 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	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 106	Proposed prefix and number	PL 202
Current course title	Computer Research in law	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
	Develop legal research strategies and apply basic electronic legal research skills to solve legal problems Locate legal resources with research finding tools Distinguish unique characteristics of seemingly similar legal resources to solve legal problems Evaluate reliability of internet web sites and conduct basic legal research within financial costs and constraints Use terminology and citation formats with basic legal research resources

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: PL 101

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: PL 101

X ☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: PL 201 (currently 203)

X ☐ 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](#) for information and guidance.

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

this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ X No

Implementation
term

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jerry Brask	gbrask@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@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
- ☐ 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	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 107	Proposed prefix and number	
Current course title	Techniques of Interview	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
	Plan and conduct client and witness interviews Use effective communication and psychological techniques and styles to enhance interview process Apply fundamental legal ethical concepts that arise in client and witness contacts, particularly involving unauthorized practice of law Utilize professional resources for paralegals in planning and conducting interviews Record and communicate results of investigations and interviews

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

☐ X 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](#) for information and guidance.

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

this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jerry Brask	gbrask@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@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
- 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	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 130	Proposed prefix and number	
Current course title	Legal Software	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

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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: PL 101	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
-------------------------	---	--------------------------------------	----------------------------------

prefix & number: CAS 133	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Jerry Brask	gbrask@pcc.edu	12/9/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	12/ /10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 203	Proposed prefix and number	PL 201
Current course title	Legal research	Proposed title (60 characters max)	
Reason for title change	Numbering alignment	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
None appear	<p>Analyze a legal problem to determine which legal resources to use in a search for possible solutions.</p> <ul style="list-style-type: none"> * Locate and retrieve information such as might be specifically requested by an attorney on the job. * Apply knowledge of law and legal resources to develop an analysis and conclusion to an issue presented by a particular fact pattern. * Cite properly all materials used.

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: PL 101

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ X yes

☐ no

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

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ X No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Jerry Brask	gbrask@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry clausen	lclausen@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	Paralegal	Submitter name	Jerry Brask
		Phone	978-5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 204	Proposed prefix and number	
Current course title	Applied Legal Research	Proposed title (60 characters max)	
Reason for title change	none	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
	<p>draft correspondence and various legal pleadings which are commonly used in law offices</p> <p>identify, prioritize, locate, evaluate apply rules, statutes, court opinions</p> <p>analyze a court opinion and make judgments regarding the opinion's applicability to through techniques of comparison</p> <p>draft legal memoranda</p> <p>Use a professional portfolio as a vehicle to provide evidence of career-related competencies,</p>

Reason for change	update
-------------------	--------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ X No

Implementation
term

☐ Next available term after approval
☐ 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
Jerry Brask	gbrask@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

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:	Paralegal	Submitter:	J.Brask
Prefix and Course Number:	PL 101	Submitter Phone and Email:	978-5212
Credit	3	Course Title:	Intro to law

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)

3

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

Utilize analytic skills applying substantive and procedural law to fact situations
Use legal terminology effectively
Brief a court opinion
Communicate regarding substantive and procedural legal topics

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

Instruction and application of legal specific mathematical computations appropriate for an introductory course, such as damage calculations and case citations.

Communication

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

20

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

Utilize analytic skills applying substantive and procedural law to fact situations
Use legal terminology effectively
Brief a court opinion
Communicate regarding substantive and procedural legal topics

Content (Activities, Skills, Concepts, etc.):

de details or specifics
Instruction and course assignments on briefing, written assignments, projects and oral presentation

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	3
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Utilize analytic skills applying substantive and procedural law to fact situations Use legal terminology effectively Brief a court opinion Communicate regarding substantive and procedural legal topics		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Collaboration with classmates on written and oral projects.		
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 – 4 th 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
<input checked="" type="checkbox"/> Computation	J.D. or BA/BS with 2 years legal experience
<input checked="" type="checkbox"/> Communication	“
<input checked="" type="checkbox"/> 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:	Paralegal	Submitter:	JBrask
Prefix and Course Number:	PL 102	Submitter Phone and Email:	978-5212 gbrask@pcc.edu
Credit	3	Course Title:	Intro to law

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)

6

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

Utilize analytic skills applying substantive and procedural law to fact situations

Use legal terminology effectively

Brief a court opinion

Communicate regarding substantive and procedural legal topics

Draft a legal pleading

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

Instruction and application of legal specific mathematical computations appropriate for an introductory course, such as child support, damages and rent calculations

Communication

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

20

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

Utilize analytic skills applying substantive and procedural law to fact situations

Use legal terminology effectively

Brief a court opinion

Communicate regarding substantive and procedural legal topics

Draft a legal pleading

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

Instruction and course assignments on briefing, written assignments, written projects and oral presentation and drafting of legal pleading

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	3
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Utilize analytic skills applying substantive and procedural law to fact situations Use legal terminology effectively Brief a court opinion Communicate regarding substantive and procedural legal topics Draft a legal pleading		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Team project requiring collaboration with classmate		
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 – 4 th 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
<input type="checkbox"/> X Computation	J.D. or BA/BS with 2 years legal experience
<input type="checkbox"/> X Communication	“
<input type="checkbox"/> X 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:	Paralegal	Submitter:	J. Brask
Prefix and Course Number:	PL 103	Submitter Phone and Email:	978-5212 gbrask@pcc.edu
Credit	3	Course Title:	Ethics

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)	0
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)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Apply and utilize fundamental concepts of professional legal ethics		
Apply and utilize analytic skills applying professional legal ethics to fact situations		
Avoid malpractice and violations of professional ethical rules		
Use resources available to paralegals for dealing with ethical issues		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Discussion and written exercises regarding professional ethics. Includes application of rules, role playing, peer feedback, discussion of text and text problems, individual and group oral and written projects.		

Human Relations	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 human relations.		
Apply and utilize fundamental concepts of professional legal ethics		
Apply and utilize analytic skills applying professional legal ethics to fact situations		

Avoid malpractice and violations of professional ethical rules
Use resources available to paralegals for dealing with ethical issues
Content (Activities, Skills, Concepts, etc.): provide details or specifics
Discussion and written exercises regarding professional ethics. Includes application of rules, role playing, peer feedback, discussion of text and text problems, individual and group oral and written projects. Includes review of state rules, classroom presentation re: professional rules, application of rules to fact situations, role playing and peer and self evaluation.
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 – 4 th 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
<input type="checkbox"/> X Computation	J.D or BA/BS with at least 2 years experience working in legal field
<input type="checkbox"/> X Communication	“
<input type="checkbox"/> X 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:	Paralegal	Submitter:	J.Brask
Prefix and Course Number:	PL 106 (changing to 202)	Submitter Phone and Email:	978-5212 gbrask@pcc.edu
Credit	3	Course Title:	Computer legal research

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)	40
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Apply basic electronic legal research Locate legal resources with research finding tools Distinguish unique characteristics of seemingly similar legal resources Evaluate reliability of internet web sites Conduct basic legal research within financial costs and constraints Use terminology and citation formats with basic legal research resources Develop research strategies		
Exercises and application of Boolean logic to formulate complex electronic legal research applicable to legal concepts, using appropriate terms and phrases		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	15
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Apply basic electronic legal research Locate legal resources with research finding tools Distinguish unique characteristics of seemingly similar legal resources Evaluate reliability of internet web sites Conduct basic legal research within financial costs and constraints Use terminology and citation formats with basic legal research resources Develop research strategies		

Submit written documentation and evidence of results of legal research and demonstrate skills associated with the course

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Apply basic electronic legal research Locate legal resources with research finding tools Distinguish unique characteristics of seemingly similar legal resources Evaluate reliability of internet web sites Conduct basic legal research within financial costs and constraints Use terminology and citation formats with basic legal research resources Develop research strategies		
Teamwork and ethics exercises		
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 – 4 th 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
<input type="checkbox"/> X Computation	J.D or BA/BS with at least 2 years legal experience
<input type="checkbox"/> X Communication	“
<input type="checkbox"/> X 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:	Paralegal	Submitter:	J.Brask
Prefix and Course Number:	PL 107	Submitter Phone and Email:	Jerry Brask 978-5212 gbrask@pcc.edu
Credit	3	Course Title:	Client Interviewing

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)	0
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)	40
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Ability to plan and conduct client and witness interviews Use effective communication and psychological techniques and styles to enhance interview process Apply fundamental legal ethical concepts that arise in client and witness contacts, particularly involving unauthorized practice of law Utilize professional resources for paralegals in planning and conducting interviews Record and communicate results of investigations and interviews		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Role play, mock interviews, peer feedback, observing and participating in interviews, reading and classroom presentations, discussions of text problems		

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

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

Ability to plan and conduct client and witness interviews

Use effective communication and psychological techniques and styles to enhance interview process

Apply fundamental legal ethical concepts that arise in client and witness contacts, particularly involving unauthorized practice of law

Utilize professional resources for paralegals in planning and conducting interviews

Record and communicate results of investigations and interviews

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

Role play, mock interviews, peer feedback, observing and participating in interviews, reading and classroom presentations, discussions of text problems

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
<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> X Communication	J.D or BA/BS and two years experience in legal field
<input checked="" type="checkbox"/> X 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:	Paralegal	Submitter:	JBrask
Prefix and Course Number:	PL 203 (changing to 201)	Submitter Phone and Email:	978-5212 gbrask@pcc.edu
Credit	3	Course Title:	Legal Research

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)	15
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
New learning outcomes		
<p>Analyze a legal problem to determine which legal resources to use in a search for possible solutions.</p> <ul style="list-style-type: none"> * Locate and retrieve information such as might be specifically requested by an attorney on the job. * Apply knowledge of law and legal resources to develop an analysis and conclusion to an issue presented by a particular fact pattern. * Cite properly all materials used. <p>Instruction and use of the west key number digest and research system Instruction and use of the case citation system, including case name and numbered reporter citation Instruction and use of shepardizing a case</p>		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	20
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
New learning outcomes		
<p>Analyze a legal problem to determine which legal resources to use in a search for possible solutions.</p>		

- * Locate and retrieve information such as might be specifically requested by an attorney on the job.
- * Apply knowledge of law and legal resources to develop an analysis and conclusion to an issue presented by a particular fact pattern.
- * Cite properly all materials used.

Written submissions demonstrating skills developed in the course, including application of legal research principles, proper citations, etc.

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	5
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
New learning outcomes		
Analyze a legal problem to determine which legal resources to use in a search for possible solutions.		
<ul style="list-style-type: none"> * Locate and retrieve information such as might be specifically requested by an attorney on the job. * Apply knowledge of law and legal resources to develop an analysis and conclusion to an issue presented by a particular fact pattern. * Cite properly all materials used. 		
Collaboration with classmates on selected assignments		
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 – 4 th 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
<input checked="" type="checkbox"/> X Computation	J. D.
<input checked="" type="checkbox"/> X Communication	J.D.
<input checked="" type="checkbox"/> X Human Relations	J.D.

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:	Paralegal	Submitter:	J.Brask
Prefix and Course Number:	PL 204	Submitter Phone and Email:	978-5212 gbrask@pcc.edu
Credit	3	Course Title:	Applied Legal Research

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)

10

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

use analytic skills applying the law to specific fact situations
2) conduct legal research and evaluate caselaw
3) draft correspondence
4) draft pleadings
5) draft legal memorandum
6) compile portfolio

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

Instruction and use of the west key number digest and research system
 Instruction and use of the case citation system, including case name and numbered reporter citation
 Instruction and use of shepardizing a case
 Calculating damages pursuant to applicable legal claims

Communication

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

45

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

use analytic skills applying the law to specific fact situations
2) conduct legal research and evaluate caselaw
3) draft correspondence
4) draft pleadings
5) draft a memorandum
6) prepare portfolio

Content (Activities, Skills, Concepts, etc.): provide details or specifics
Classroom instruction and Drafting legal correspondence, pleadings and memoranda

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	10
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
use analytic skills applying the law to specific fact situations 2) conduct legal research and evaluate caselaw 3) draft correspondence 4) draft pleadings 5) draft legal memorandum 6) prepare portfolio		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Collaboration on research and writing with partners in class; ethical issues.		
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 – 4 th 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
<input type="checkbox"/> X Computation	J.D
<input type="checkbox"/> X Communication	“
<input type="checkbox"/> X 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
☐ 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	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HST 270	Proposed prefix and number	
Current course title	History of Mexico	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
<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate information about the history of Mexico. • Appreciate contributions of individuals and groups to Mexican culture and history. • Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Mexico. 	<ul style="list-style-type: none"> • Use critical thinking to analyze historical information and connect the past with the present. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. • Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history. • Communicate effectively in analytical, fact-based discussions regarding issues in the history of Mexico. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.

Reason for change

To include clear and specific cultural literacy statements.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

☐ yes
☒ no

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
John M. Shaw	John.shaw4@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 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	History	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HST 274	Proposed prefix and number	
Current course title	African American History I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
<p>Presents a framework for understanding the early Black experience in America. Examines Western African societies, the Diaspora, and the development of African American culture from colonial times through the Civil War and the abolition of slavery.</p> <p>Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.</p>	<p>Presents a framework for understanding the Black experience from African origins to the beginning of the Civil War. Course topics will include West African cultures, the Middle Passage, the experiences of free and enslaved African Americans from the colonial through antebellum periods including the abolition movement. Throughout the course, we will discuss African American agency through churches, political organizations, and social institutions and explore African American culture through literature, art, music,</p>

	and other cultural forms. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	This division of the study of African American history provides for better coverage and also gives students a more detailed idea of what they can expect from 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
<ul style="list-style-type: none"> • Use critical thinking to analyze information about the nature and impact of Black involvement in the American past. • Appreciate the contributions of peoples of African descent to American history and culture in a variety of areas. • Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Black Americans. 	<ul style="list-style-type: none"> • Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people’s actions in the past and the extent of their impact today. • Articulate an understanding of the actions of people of African descent in the course of American history and culture. • Communicate effectively in analytical and fact-based discussions about the history of Black Americans. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in early America in order to appreciate African-American cultural diversity.
Reason for change	To better align the course outcomes with course content and also to include the issue of cultural literacy.

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

Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John M. Shaw	john.shaw4@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 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	History	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HST 275	Proposed prefix and number	
Current course title	African American History II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Focuses on interpretation of major events in the Black experience from emancipation at the end of the Civil War to the beginning of the civil rights movement at the outbreak of World War II. Examines social, political, economic, artistic and intellectual endeavors.	Examines the broad range of experiences of African Americans from the American Civil War to the 1920s. We will explore both the relationship of Blacks to the larger society and the inner dynamic of the black community. We will devote particular attention to Reconstruction, the construction of social, political and economic organizations, the migration of African Americans from the rural South to the urban North, and the social, political, economic, artistic and intellectual endeavors that underscored the struggle

	for social justice by the Black American community.
Reason for change	This division of the study of African American history provides for better coverage and also gives students a more detailed idea of what they can expect from 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
<ul style="list-style-type: none"> • Use critical thinking to analyze information about the nature and impact of Black involvement in the American past. • Appreciate the contributions of peoples of African descent to American history and culture in a variety of areas. • Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Black Americans. 	<ul style="list-style-type: none"> • Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people’s actions in the past and the extent of their impact today. • Articulate an understanding of the actions of people of African descent in the course of American history and culture. • Communicate effectively by participating in fact-based and analytical discussions about issues in Black American history. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 19th and early 20th century America in order to appreciate African-American cultural diversity.
Reason for change	To better align the course outcomes with course content and also to include the concept of cultural literacy.

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

Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John M. Shaw	john.shaw4@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 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	History	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HST 276	Proposed prefix and number	
Current course title	African American History 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
Offers a historical perspective of political, economic, social and cultural development of the Black experience in the United States from 1941 to present.	Examines the broad range of experiences of African Americans from the beginning of the New Deal to the 1990s. Explores the relationship of Blacks to the wider society as well as the inner dynamic of the Black communities including identity issues, key individuals and organization in the struggle for social justice, especially the destruction of legal segregation. We will devote attention to the rural South and the urban North as Blacks use a variety of means to empower African American communities through the civil rights

	revolution.
Reason for change	This division of the study of African American history provides for better coverage and also gives students a more detailed idea of what they can expect from 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
<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate information about the nature of Black involvement in the American past. • Appreciate the contributions of peoples of African descent to American history and culture in a variety of areas. • Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Black Americans. 	<ul style="list-style-type: none"> • Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people’s actions in the past and the extent of their impact today. • Articulate an understanding of the actions of people of African descent in the course of American history and culture from the 1930s to the late 20th century. • Communicate effectively in private and public analytical and fact-based discussions regarding issues in the history of Black Americans. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 20th century America in order to appreciate African-American cultural diversity.
Reason for change	To better align the course outcomes with course content and also to include the concept of cultural literacy.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John M. Shaw	john.shaw4@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12. 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	History	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HST 284	Proposed prefix and number	
Current course title	History of Africa	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
<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in different geographic areas and time periods • Understand and appreciate the diverse cultural attributes of individuals and groups from ancient times to the era of independence. • Demonstrate college-level communication skills by speaking, listening and writing clearly about African peoples and their civilizations. 	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods • Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa. • Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa. • Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.

Reason for change	To add some specificity and also to address the cultural literacy issue.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

☐ yes
☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction

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

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
John M. Shaw	john.shaw4@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	Nancy.wessel@pcc.edu	Nov. 12, 2010

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 270	Course Title:	History of Mexico
---------------------------	---------	---------------	-------------------

Course Description:	Surveys Mexican history from pre-Columbian to modern times. Focuses on post-contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes social, political and cultural developments and contributions by a diversity of Mexico's peoples.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> Use critical thinking to analyze historical information and connect the past with the present. Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. Articulate an understanding of the actions of indigenous people, Europeans and Africans in the course of Mexican history. Communicate effectively in analytical, fact-based discussions regarding issues in the history of Mexico. Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in Mexico in order to appreciate the cultural diversity of the Mexican nation.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>Ancient Mexico had a set of varied and complex cultures that developed independently and saw each other as different. They interacted in various ways: allies, enemies, vassals. A significant aspect of its history is how these cultures began to fuse in the 19th century as they attempted to maintain their cultural integrity in the light of growing Spanish influence.</p> <p>Spain Americas was also replete with a variety of cultures with different values. Students will learn that Castilian values and beliefs are key to understanding the "Spanish" influence on Mexico. Current cultural practices and beliefs in Mexico represent several aspects of acculturation: indigenous patterns, Spanish practices as well as those that grew as a result of merger creating what Jose Vasconcelos termed the "cosmic race."</p>
--	---

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@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.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 274	Course Title:	African American History-I
---------------------------	---------	---------------	----------------------------

Course Description:	Presents a framework for understanding the early Black experience in America. Examines Western African societies, the Diaspora, and the development of African American culture from colonial times to the eve of the Civil War.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. Articulate an understanding of the actions of people of African descent in the course of American history and culture. Communicate effectively in analytical and fact-based discussions about the history of Black Americans. Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in early America in order to appreciate African-American cultural diversity.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural	<ul style="list-style-type: none"> Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
---	---

Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in early America in order to appreciate African-American cultural diversity.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>Students will learn some overarching generalities about West African cultures, especially their communal and religious practices and at the same time understand that Africans who came to the Americas came from several hundred distinct groups who did not identify with each other. Their valuing of family and family connections enabled them to begin to associate with each other and to preserve a mutual heritage as the colonial period continued.</p> <p>Students to realize that Africans were but one group of unfree people in the Americas, along with Europeans and Native Americans, and that slavery evolved over a period of time, as demonstrated in the laws and court decisions in Virginia from the 1600s to early 1700s. Nothing in the early history of the colonies dictated that Africans were destined to become lifelong slaves. African adaptation was not monolithic and there was an exchange of material and ideological culture. They will understand that, depending on their differing experiences, Africans choose a variety of paths to liberation, for example: escape, self-purchase, armed rebellion, and repatriation to Africa.</p>
--	--

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@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.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 275	Course Title:	African American History-II
---------------------------	---------	---------------	-----------------------------

Course Description:	Focuses on interpretation of major events in the Black experience from the Civil War, which resulted in a general to the Harlem Renaissance in the 1920s. Examines social, political, economic, artistic and intellectual endeavors that underscored the struggle for social justice.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. Articulate an understanding of the actions of people of African descent in the course of American history and culture. Communicate effectively by participating in fact-based and analytical discussions about issues in Black American history. Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 19th and early 20th century America in order to appreciate African-American cultural diversity.
------------------	--

List the course outcome(s) from the course's CCOG that	<ul style="list-style-type: none"> Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of
--	---

clearly reflect the Cultural Literacy Outcome and Criteria.	<p>their impact today.</p> <ul style="list-style-type: none"> Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 19th and early 20th century America in order to appreciate African-American cultural diversity.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>This course begins with the watershed Civil War that ends with the liberation of slaves throughout the United States. The uppermost questions and concerns were: what does "freedom" mean? and how do we live as free people among our previous owners? Those issues are explored by investigating the lives of the freedmen in the South as well as the parallel struggle for greater freedom in the North. Engaging in political activities, starting businesses, building and funding schools to provide educational opportunity are some of the markers of Black initiatives in the late 19th century. At the same time Blacks crafted multiple responses to the rising tide of the Jim Crow segregation that had replaced slavery and engaged in a number of practices to combat political and social injustices, for example: creating independent churches, literary societies, the women's club movement, the Azusa Street Revival and the Garveyite mass movement.</p> <p>One of the most fruitful and productive periods of Black history occurs after the infamous Plessy Decision that legalized segregation: the establishment of civil rights organizations such as the Niagara Movement and the NAACP, a Great Migration to the North and the cultural outburst known as the Black Renaissance, most notably in Harlem and Chicago. Students will learn that another significant aspect of these times were the varieties of Black leadership styles, represented by Frederick Douglass, WEB DuBois, Booker T. Washington, Ida B. Wells Barnett, Monroe Trotter and Trotter clearly demonstrate the wide range of strategies among Black people in terms of their response to disfranchisement, lynching and unequal education during the low point of Black life in the United States.</p>
--	--

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@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.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 276	Course Title:	African American History-III
---------------------------	---------	---------------	------------------------------

Course Description:	Offers a historical perspective of political, economic, social and cultural development of the Black experience in the United States from the Great Depression to the end of the 20 th century, with a special focus on the rights revolution of the 1950s and 1960s.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. • Articulate an understanding of the actions of people of African descent in the course of American history and culture from the 1930s to the late 20th century. • Communicate effectively in private and public analytical and fact-based discussions regarding issues in the history of Black Americans. • Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 20th century America in order to appreciate African-American cultural diversity.
------------------	---

List the course outcome(s) from the course's CCOG that	<ul style="list-style-type: none"> • Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of
--	---

clearly reflect the Cultural Literacy Outcome and Criteria.	their impact today. <ul style="list-style-type: none"> Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 20th century America in order to appreciate African-American cultural diversity.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The complexity of practices and beliefs can easily be seen in the great variety of organizations and national activities that Blacks engaged in, for example: the Communist Party, NAACP, Urban League, Nation of Islam, Brown v. Board of Education, the SCLC, SNCC, the Black Panther Party and others. Students will understand that the value of human dignity could be approached from a variety of directions and meet with differing success. In addition, students will understand that the Black freedom movement engaged in public activities that involved tens of thousands of Black people: men, women and children, as well as thousands "allies" from the full spectrum of American society. Each of these organizations and mass protests were based on a variety of values and beliefs based on leadership and individual understandings of American and global history.
--	---

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@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.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 284	Course Title:	History of Africa
---------------------------	---------	---------------	-------------------

Course Description:	An introductory course designed to provide students with an understanding of major themes and issues in the culture and history of the African continent, the course will consider the rise of complex indigenous empires, smaller African societies, agricultural and technological achievements, African state systems, as well as the impact of international trade and Islam on Africa. It will examine colonialism, independence and social, political and cultural contributions of Africa's diverse people to the global enterprise.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none">• Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods• Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa.• Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa.• Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<p>Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa.</p> <p>Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.</p>
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>Students will understand that the continent of Africa was home to approximately 3,000 indigenous societies that ranged in population from several thousand to tens of millions. Each of these societies embraced practices and values that differed in small and in great ways; the sole and basic commonality were the similar beliefs and values generated by African Traditional Religions. It is important to understand how the continent was influenced by and helped to transform first Christianity and then Islam as these two world religions interacted with a wide variety of indigenous cultures.</p> <p>The continent experienced contacts with Asians and Europeans from ancient times to the present in a variety of postures ranging from allies to enemies; Africans were conquerors within and outside of the continent as well as the conquered. One dynamic aspect of African culture is the phenomena of multilingual societies, living in close proximity to "others." Many Africans became fluent in several languages and that helped to bridge cultural divides with other Africans and later with Europeans.</p>
--	--

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@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.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	Humanities	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HUM 100	Proposed prefix and number	
Current course title	Introduction to Humanities	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
<ul style="list-style-type: none"> • Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama • Communicate effectively about the defining moments of cultures and civilizations • Understand that the study of humanities involves an analysis of what motivates humans to create and how their creations reflect their values and world views • Effectively articulate the interrelatedness of human history, great ideas, and the arts. 	<ul style="list-style-type: none"> • Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama. • Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. • Articulate an understanding of the humanities; that it involves an analysis of what motivates humans to create, and how their creations reflect their values and world views. • Communicate effectively about the defining moments of cultures and civilizations

Reason for change

To address the issue of cultural literacy.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
James S. Harrison	jharriso@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 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	Humanities	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HUM 202	Proposed prefix and number	
Current course title	Hum & Tech: Contemporary Issues	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
<ul style="list-style-type: none"> Use critical thinking to analyze the relationship between technology and contemporary societies and nations in different parts of the world. Understand and appreciate the technological implications of modernization and capitalism on individuals and groups in “first” and “third” world communities. Demonstrate college-level communication skills by speaking, listening and writing clearly about technology and modern civilizations. 	<ul style="list-style-type: none"> Use critical thinking to analyze the relationship between technology and contemporary societies and nations in different parts of the world. Understand and appreciate the technological implications of modernization and capitalism on individuals and groups in “first” and “third” world communities. Demonstrate college-level communication skills by speaking, listening and writing clearly about technology and modern civilizations. Identify culturally-grounded practices, values and beliefs and explain how they influence people’s creation and use of technology.

Reason for change

To clearly and specifically address the cultural literacy issue.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
James S. Harrison	jharriso@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 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	Humanities	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HUM 204	Proposed prefix and number	
Current course title	African History	Proposed title (60 characters max)	History of Africa
Reason for title change	To correspond to the title of Hst 284 with which it is cross listed. Also to end confusion with the African American history sequence.	Proposed transcript title (30 characters max)	History of Africa

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
<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in different geographic areas and time periods • Understand and appreciate the diverse cultural attributes of individuals and groups from ancient times to the era of independence. • Demonstrate college-level communication skills by speaking, listening and writing clearly about African peoples and their civilizations. 	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods • Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa. • Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa. • Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.

Reason for change

To add some specificity and also to address the cultural literacy issue.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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
James S. Harrison	jharriso@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	Nancy.wessel@pcc.edu	Nov. 12, 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	Humanities	Submitter name	
		Phone	
		Email	
Current prefix and number	HUM 214	Proposed prefix and number	
Current course title	Race and Racism	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
<ul style="list-style-type: none"> • Use critical thinking to evaluate culturally based assumptions behind the concepts of race and racism. • Understand that the study of humanities involves an analysis of human motivation, creativity, values and world views in order to communicate effectively about the defining moments in the development of race-based as well as anti-racist thinking. • Effectively articulate the interrelatedness of human beings through historical periods. 	<ul style="list-style-type: none"> • Engage in critical thinking to evaluate culturally based assumptions that underlie the modern concepts of race and racism. • Understand that the study of humanities involves an analysis of what it means to be human and through an examination of the motivation, creativity, values and world views people of different ethnic groups. • Communicate effectively about the defining moments in the development of race-based ideas as well as anti-racist strategizing. • Articulate and evaluate the world views and interactions of people of different ethnicities over time.

Reason for change	To better specify outcomes and to better address the cultural literacy component.
-------------------	---

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

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

Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that 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
James S. Harrison	jharriso@pcc.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 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	Humanities	Submitter name	James S. Harrison
		Phone	971-722-5215
		Email	jharriso@pcc.edu
Current prefix and number	HUM 221	Proposed prefix and number	
Current course title	Leadership Development	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
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
<ul style="list-style-type: none"> • Employ eleven critical leadership skills in solving problems. • Clearly explain leadership concepts orally and in writing. • Understand, employ and appreciate a variety of leadership styles. • Demonstrate an understanding of leadership principles. • Develop their own approach or style of leadership. 	<ul style="list-style-type: none"> • Apply critical thinking and engage in problem solving using a variety of essential leadership skills. • Clearly communicate basic leadership concepts orally and in writing. • Articulate an understanding of the principles, practices, styles and values of diverse cultures in developing their own approach to leadership • Identify culturally-grounded practices, values and beliefs and explain how they influence people's leadership styles..

Reason for change	To clearly address the issue of cultural literacy.
-------------------	--

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
James S. Harrison	jharriso@pdd.edu	Nov. 12, 2010
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	Nov. 12, 2010

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:	HUM 100	Course Title:	Introduction to the Humanities
---------------------------	---------	---------------	--------------------------------

Course Description:	Introduction to Humanities Introduces students to college-level study in the humanities; promotes a sense of humanity through such topics as literature, theatre, art, music, architecture, philosophy, and religion by critically thinking about moral values, myths, aesthetics, and liberty; all of this within historical frameworks. It is designed to reawaken our sense of wonder and curiosity about the meaning of life. It shows how the various arts and sciences intersect, influence and are influenced by cultural and historical circumstances. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none">• Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama.• Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.• Articulate an understanding of the humanities; that it involves an analysis of what motivates humans to create, and how their creations reflect their values and world views.• Communicate effectively about the defining moments of cultures and
------------------	---

	civilizations
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>The humanities involve the study of varied and complex cultures in the Americas, Eurasia, Africa and Oceania. It explores various aspects of human cultures, for example: the arts, architecture, technology, government and religion and explores the differences</p> <p>During the course, students will come to know about major historical events of other nation-states and societies and be able to articulate how these events impact behaviors, values and beliefs, as well as relationships with others. A major example is the growth and spread of Christianity in the Mediterranean world: when Roman Emperor Constantine legalized Christianity and seized it as a way of unifying his empire this led to a call to end theological disputes such as the Arian Controversy and the creation and imposition of a standard creed. No longer required to hide, Christians began to build large churches and so architecture was affected as well as art and music. With the fall of the Roman government, literate churchmen moved into administration and the collusion of state and religious leaders accelerated. This is one example of the complex nature of the humanities.</p>
--	--

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

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

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

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HUM 201	Course Title:	Hum & Tech: Exploring Origins
---------------------------	---------	---------------	-------------------------------

Course Description:	Introduces concepts and approaches used in study of humanistic disciplines and surveys visions and perspectives that our culture has inherited from literature, philosophy, theology, visual arts, music, history, and mythology of Western and non-Western traditions. Focuses on selected historical periods and themes. Demonstrates quest for knowledge as a synthetic activity, relating various disciplines, traditions, and historical periods to each other. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	--

Course Outcomes:	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of technology and how it affects peoples, societies and nations, in different geographic areas and time periods. • Comprehend how the values, assumptions, and other cultural attributes of individuals and groups are expressed in technological developments. • Demonstrate college-level communication skills by speaking, listening and writing clearly about technology and early civilizations.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of technology and how it affects peoples, societies and nations, in different geographic areas and time periods. • Comprehend how the values, assumptions, and other cultural attributes of individuals and groups are expressed in technological developments.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>Throughout the term students will examine the origins of technology, including various forms of media. However, this course will go beyond a mere recitation of historical phenomenon and events. Rather, we will utilize our time to explore the relationships between technology and such complex cultural factors as geographic location, gender, religion, power relationships, etc. We will examine how and why people create "technology" and the corresponding effects that technology have on different human cultures.</p> <p>The main goal is that by the end of this course student will master the art of critical thinking, and that each will truly understand the interconnected relationships of people of different cultures and a variety of technologies and how this juxtaposition affects our modern world values, beliefs and actions.</p>
--	---

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HUM 202	Course Title:	Hum & Tech: Contemporary Issues
---------------------------	---------	---------------	---------------------------------

Course Description:	Offers critical examination of the relationship between people and technology. Uses insights derived from a study of the Humanities in conjunction with those from the Social Sciences to inquire into the appropriate use and possible misuse of technology in contemporary society. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Use critical thinking to analyze the relationship between technology and contemporary societies and nations in different parts of the world. • Understand and appreciate the technological implications of modernization and capitalism on individuals and groups in “first” and “third” world communities. • Demonstrate college-level communication skills by speaking, listening and writing clearly about technology and modern civilizations. • Identify culturally-grounded practices, values and beliefs and explain how they influence people’s creation and use of technology.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Understand and appreciate the technological implications of modernization and capitalism on individuals and groups in “first” and “third” world communities. • Identify culturally-grounded practices, values and beliefs and explain how they influence people’s creation and use of technology.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course’s outcomes.</p> <p>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.</p>	

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.	It seems that every desk at PCC has a computer. Walking on campus it seems that every student has a cell phone pressed to their ear. In parts of Latin America and Africa telephone lines are not being strung but rather cell phone towers are being installed. Chinese students used cell phones and lap tops to coordinate their activities during the Tiananmen Square protests. Demonstrators in Iraq carry signs written in English mindful that CNN is there. Politicians blog and tweet. We are living in a world seemingly controlled by technology and in this course students will examine and evaluate the effect of technology in the modern world across cultures.
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

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

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HUM 203	Course Title:	Hum & Tech: Future Direction
---------------------------	---------	---------------	------------------------------

Course Description:	Looks for ways in which technology can be applied in new, socially and ethically responsible forms. Recommended: Courses should be taken sequentially. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate how technology affects peoples, societies and nations and how it can be managed. • Understand and appreciate how people from diverse cultural backgrounds create and interact with modern technological developments and forecast future technology. • Demonstrate college-level communication skills by speaking, listening and writing clearly about current and future technology.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate how technology affects peoples, societies and nations and how it can be managed. • Understand and appreciate how people from diverse cultural backgrounds create and interact with modern technological developments and forecast future technology.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>This year the state of Oregon is installing "charging stations" for automobiles; solar panels are now common place and Oregon is in the vanguard for wind farms. These are examples of new technologies that will have a profound effect on our lives. In this class students will learn about new and cutting edge machines and "dream" of new technologies.</p> <p>This course examines how a diverse variety of individuals, organizations and governments are exploring new ways of using technology and what possible effect that will have.</p>
--	--

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

<p>Save this document as the course prefix and number.</p> <p>Send completed form electronically to curriculum@pcc.edu</p>
--

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:	HUM 204	Course Title:	History of Africa
---------------------------	---------	---------------	-------------------

Course Description:	An introductory course designed to provide students with an understanding of major themes and issues in the culture and history of the African continent, the course will consider the rise of complex indigenous empires, smaller African societies, agricultural and technological achievements, African state systems, as well as the impact of international trade and Islam on Africa. It will examine colonialism, independence and social, political and cultural contributions of Africa's diverse people to the global enterprise.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none">• Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in discrete geographic areas and different time periods• Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa.• Communicate effectively in analytical, fact-based discussions regarding issues in the history of the continent of Africa.• Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.
------------------	--

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<p>Recognize the historical impact of different groups (e.g. Bantus, Arabs, Europeans, Asians) and beliefs (e.g. Traditional, Christian, Muslim) in order to appreciate and evaluate the current diversity of societies in modern Africa.</p> <p>Identify culturally-grounded practices, values and beliefs, explain how they influenced the actions of African societies from ancient times to the modern era and the extent of their impact today.</p>
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>Students will understand that the continent of Africa was home to approximately 3,000 indigenous societies that ranged in population from several thousand to tens of millions. Each of these societies embraced practices and values that differed in small and in great ways; the sole and basic commonality were the similar beliefs and values generated by African Traditional Religions. It is important to understand how the continent was influenced by and helped to transform first Christianity and then Islam as these two world religions interacted with a wide variety of indigenous cultures.</p> <p>The continent experienced contacts with Asians and Europeans from ancient times to the present in a variety of postures ranging from allies to enemies; Africans were conquerors within and outside of the continent as well as the conquered. One dynamic aspect of African culture is the phenomena of multilingual societies, living in close proximity to "others." Many Africans became fluent in several languages and that helped to bridge cultural divides with other Africans and later with Europeans.</p>
--	--

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

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

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

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HUM 205	Course Title:	African Literature
Course Description:	Introduces written and oral literature of the African continent, from ancient to modern and from many different geographic regions, cultures and religions. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> • Think critically about a text in order to evaluate its effectiveness in terms of conveying theme. • Identify how culture affects an author's perspective, choice of genre, style, and overall purpose in writing. • Use collaborative techniques to explore texts and test interpretations. • Construct an original interpretation of a literary text and communicate it effectively both orally and in writing. 		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Identify how culture affects an author's perspective, choice of genre, style, and overall purpose in writing.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	Literature, both oral and written, provide an eye into the soul of a society. Students will explore literature from all five regions of Africa (North, East, West, Central and South) in order to understand how historical events, beliefs and values find their way into the writing. They will also realize that there is no one style of "African" writing but that the continent embraces a variety of approaches as well as genres.
--	---

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

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

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HUM 206	Course Title:	African Art
Course Description:	Part of three course series. Introduces a variety of art forms from different time periods and geographic areas of the African Continent. Explores how art is influenced by culture, myth, economics, politics, gender, and region. Ability to understand and participate in class discussions required. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> Communicate artistically, orally, and in writing the integration of art in every aspect of the lives of African peoples, and the importance of artistic context. Understand and appreciate the immense diversity of artistic styles and uses throughout the African continent. Demonstrate college-level skills in critical thinking, research, and writing about the art of African peoples and its uses. 		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Communicate artistically, orally, and in writing the integration of art in every aspect of the lives of African peoples, and the importance of artistic context. Understand and appreciate the immense diversity of artistic styles and uses throughout the African continent.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>Art in Africa has traditionally been linked to cultural values and ideals. Students will come to understand that art does not stand by itself but is intricately connected to the beliefs and values of the societies that produce it. It can teach, it can show a reaction to events but mostly it is bound to the religion and societal rituals of a particular group. We will use that viewpoint to help students better understand various types of African art: paintings, sculpture, cloth, weavings, etc.</p> <p>As a capstone students will create their own art based on their personal history and values.</p>
--	---

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

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

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

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 214	Course Title:	Race and Racism
---------------------------	---------	---------------	-----------------

Course Description:	Introductory examination of the origins and manifestations of the socially constructed concept of race. Critical theory approach is used to analyze the manner in which the concept of race has been developed and interpreted and its influence on the social, economic and political relations between ethnic groups. Emphasis on racist ideas, theories, movements and key people and events in the evolution of race-based thinking. This study includes instances of racism in Eurasia, Africa, the Americas and Australia.
---------------------	--

Course Outcomes:	<p>NEW</p> <ul style="list-style-type: none"> • Engage in critical thinking to evaluate culturally based assumptions that underlie the modern concepts of race and racism. • Understand that the study of humanities involves an analysis of what it means to be human and through an examination of the motivation, creativity, values and world views people of different ethnic groups. <p>Communicate effectively about the defining moments in the development of race-based ideas as well as anti-racist strategizing.</p> <ul style="list-style-type: none"> • Articulate and evaluate the world views and interactions of people of different ethnicities over time.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today.
--	---

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.	<p>In the United States we often think of the issues of race and racism in terms of Black and White. In this course students will go beyond that simplistic concept as they study the historical setting and cultural aspects of the beginnings of racism and come to understand that it developed as a result of the convergence of several social and philosophical events.</p> <p>Students will come to realize that race is a sociological concept that is based on societal values and beliefs and that racism exists in differing forms in many parts of the globe. They will also learn that "differences" varied over time in that some people that we now consider to be White did not always enjoy that status.</p>
--	---

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

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

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

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HUM 221	Course Title:	Leadership Development
---------------------------	---------	---------------	------------------------

Course Description:	The primary focus of the course is the development of leadership skills. It provides a basic understanding of leadership principles and group dynamics and helps students develop a personal leadership philosophy and style. The course integrates readings from classic works of literature, contemporary multicultural readings, experiential exercises and films. Issues of diversity, personal growth and interpersonal relationships are explored within the context of leadership development. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> • Apply critical thinking and engage in problem solving using a variety of essential leadership skills. • Clearly communicate basic leadership concepts orally and in writing. • Articulate an understanding of the principles, practices, styles and values of diverse cultures in developing their own approach to leadership. • Identify culturally-grounded practices, values and beliefs and explain how they influence people's leadership styles.
------------------	---

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Articulate an understanding of the principles, practices, styles and values of diverse cultures in developing their own approach to leadership. • Identify culturally-grounded practices, values and beliefs and explain how they influence people's leadership styles.
<p>Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.</p> <p>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.</p>	

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.	<p>This course examines leadership principles and practices in a variety of time periods as well as in different cultural settings. By viewing carefully selected film clips and through directed readings in the classics as well as modern literature, including speeches and historical documents, students will learn about a variety of leadership styles and how different groups (men, women, Blacks, Latinos, etc) develop and hone their leadership skills.</p> <p>What follows is a sampling of the topics that carry student understanding of the variety of leadership techniques to a higher level: Harriet Tubman as a "servant leader;" women's leadership styles, viewing clips from "Hotel Rwanda" to learn about a Central African approach to leadership; Comparing Frederick Douglass and Abraham Lincoln as visionary leaders; "12 Angry Men," to analyze the "stand alone" leader and Cesar Chavez as an inspirational-educational style of leadership.</p>
--	---

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

Person Submitting This Request	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

SAC Chair	Name	E-mail Address
	James S. Harrison	jharriso@pcc.edu

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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name E-mail	Address
	Hsiao-Yun Shotwell	Hsiaoyun.shotwell@pcc.edu

SAC Chair	Name E-mail	Address
	Jan Underwood	Junderwo@pcc.edu

SAC Admin Liaison	Name E-mail	Address

**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:	CHN 260	Course Title:	Chinese Culture
Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Arts and Letters
Course Description:	Introduces Chinese Culture Chinese culture through films and music. Increases understanding of Chinese traditional and modern culture and society through analysis of cultural, historical and social issues by mass media and products. Explores concepts include but are not limited to as families, social roles, friendship, social values, morality, philosophies, economics. Course conducted in English. Chinese materials presented in class will be subtitled in English. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Recognize and approach cultural differences with respect and open-mindedness. 2. Think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment. 3. View Chinese culture with a deepened understanding of its history, ecology, society, politics, and culture. 4. Apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts. 5. Practice self-appraising examination and evaluation of personal beliefs in comparison to the beliefs of others. 6. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Chinese. 		

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.

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>The first class of this course, we talk about what culture is in a general way. Students work together and examine their own culture and talk about different perspectives in culture. Theories, such as “Big C & little c” or “3 Ps” are introduced after students have a holistic view of culture. We then categorize different culture aspects into categories and discuss the advantages and disadvantages of doing so. By doing this, students experience the difficulty and ambiguity of defining concepts which helps them to understand that different views existed even within their own culture. With this awareness, students can have more open attitude when discussing critically other aspects in Chinese culture.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>This course covers the entire Chinese history, from pre-historical time to Republic of China, including social, economical changes, and domestic and international relationships. Students will recognize and approach cultural differences with respect and open-mindedness by learning each progress and change influence traditional Chinese beliefs and values. Therefore, students will view Chinese culture with a deepened understanding of its history, ecology, society, politics, and culture. Students will exercise how to apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture’s complexities to resolve cultural conflicts.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>The literature at the heart of this class inevitably explores how technology and even the physical environment play roles in China. Outcome 4 addresses the issue of understanding ourselves quite directly: Use literary texts and films from a variety of perspectives to understand the wide range of experiences around modern Chinese society, and to engage in thoughtful discussion and self-reflection in the context of this understanding.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>Critical thinking is an essential skill in this course. Students are asked to work in small group discussions and participate in class discussions to social, cultural and economical phenomenon. After the group discussions, they have chance to work on their own as a class project or take-home assignment to reflect their experience and discussions in class.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>We use “critical incidents” in class to discuss and examine the reasons people in each particular incident feel the way they do and come up solution or suggestions for the future incidents. Students are also encouraged to share their own experience in different situations or cultures.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Through the appreciation of poems and traditional Chinese paintings, students learn the styles and preference of Chinese artists and learn how to appreciate them.</p>

G. Understanding of the ethical and social requirements of responsible citizenship.	Traditional Chinese values are discussed and examined in class with the introduction of Chinese history, which provides the background of those important values or social responsibilities. Students are also asked to examine their own culture for the comparison.
---	---

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters**Outcomes:**

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

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

Criteria:

A course in Arts & Letters should:

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

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

1. Recognize and approach cultural differences with respect and open-mindedness.
2. Think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment.
3. View Chinese culture with a deepened understanding of its history, ecology, society, politics, and culture.
4. Apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts.
5. Practice self-appraising examination and evaluation of personal beliefs in comparison to the beliefs of others.
6. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Chinese.

***Note:** 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”?**

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

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

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

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:	CHN 260	Course Title:	Chinese Culture
---------------------------	---------	---------------	-----------------

Course Description:	Introduces Chinese Culture Chinese culture through films and music. Increases understanding of Chinese traditional and modern culture and society through analysis of cultural, historical and social issues by mass media and products. Explores concepts include but are not limited to as families, social roles, friendship, social values, morality, philosophies, economics. Course conducted in English. Chinese materials presented in class will be subtitled in English. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none">1. Recognize and approach cultural differences with respect and open-mindedness.2. Think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment.3. View Chinese culture with a deepened understanding of its history, ecology, society, politics, and culture.4. Apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts.5. Practice self-appraising examination and evaluation of personal beliefs in comparison to the beliefs of others.6. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Chinese.
------------------	--

List the course outcome(s)	1. Recognize and approach cultural differences with respect and open-
----------------------------	---

from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.

mindedness.

2. Think critically with an understanding of one's own cultural filter, using concepts learned when in multi-cultural environment.
3. View Chinese culture with a deepened understanding of its history, ecology, society, politics, and culture.
4. Apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts.
5. Practice self-appraising examination and evaluation of personal beliefs in comparison to the beliefs of others.
6. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Chinese.

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.

<p>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.</p>	<p>This course covers the entire Chinese history, from pre-historical time to Republic of China, including social, economical changes, and domestic and international relationships. Students recognize and approach cultural differences with respect and open-mindedness by learning how each progress and change influence traditional Chinese beliefs and values. Therefore, students will view Chinese culture with a deepened understanding of its history, ecology, society, politics, and culture.</p> <p>Through the understanding of the changes in political groups, traditional social structure and family structure, and current policies, discussions on the compacts and conflicts between modern and traditional values enable students to see the significant changes in modern Chinese values. Students’ reflections are also encouraged in class to compare values and beliefs in different countries. Students will exercise how to apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture’s complexities to resolve cultural conflicts. Students in this class also learn current identity issues in different Chinese speaking countries and in the U.S. With this understanding, students learn how to interact with Chinese people from different countries and Chinese people who grow up in the U.S to reach the goal of thinking critically with an understanding of one’s own cultural filter, using concepts learned when in multi-cultural environment.</p>
---	--

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

Person Submitting This Request	Name	E-mail Address
	Hsiao-Yun Shotwell	Hsiaoyun.shotwell@pcc.edu

SAC Chair	Name	E-mail Address
	Jan Underwood	Junderwo@pcc.edu

SAC Admin Liaison	Name	E-mail Address

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN 101	Proposed prefix and number	JPN 101
Current course title	First Year Japanese	Proposed title (60 characters max)	First Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Emphasizes the spoken language of Japanese. Skills of listening, speaking, reading, and writing are developed with emphasis on active use of these skills. Hiragana and Katakana syllabaries are introduced. Information is offered to help gain cultural awareness and appreciation. For beginners.	Introduces Japanese language and culture. Emphasizes effective communicative skills in written and spoken language. Examines the practice, product and perspective of Japanese culture. The first course of a three-course sequence.

Reason for change	To clarify the nature of three-term sequenced course.
-------------------	---

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. Begins to apply language-learning skills including deduction and circumlocution skills. Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds. 	<ol style="list-style-type: none"> 1. Apply basic understanding of the nature of tonal Japanese language in tone and pitch. 2. Exchange basic greetings and communicate in predictable settings with appropriate vocabulary. 3. Apply basic cultural understandings and recognize cultural values when interacting with native speakers of Japanese and authentic texts. 4. Use an understanding of basic Japanese syntactic system to read and compose simple colloquial Japanese texts in Japanese Kana syllabaries.

Reason for change	To include application of skills.
-------------------	-----------------------------------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: Opted out previously			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. The recommendations for the entry skill levels of students which will be removed in the proposed Course Description is discussed on the Japanese program web page and therefore no direct adverse impact is anticipated.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN 102	Proposed prefix and number	JPN 102
Current course title	First Year Japanese	Proposed title (60 characters max)	First Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Expands communicative use of Japanese and cultural awareness. Practice of Hiragana and Katakana syllabaries continued. Kanji characters are introduced. Communicative proficiency is the main objective of the sequence. Recommended: Completion of JPN 101 or instructor permission.	Introduces Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Includes the practice, product and perspective of Japanese culture. The second course of a three-course sequence. Prerequisite: JPN 101 or instructor permission.

Reason for change	To clarify the nature of three-term sequenced course.
-------------------	---

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. Continues to apply language-learning skills including deduction and circumlocution skills. Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds. 	<ol style="list-style-type: none"> 1. Apply an understanding of the nature of tonal Japanese language in tone and pitch. 2. Exchange daily greetings and communicate in semi-predicable settings with appropriate vocabulary. 3. Apply common cultural understandings and recognize cultural values when interacting with native speakers of Japanese and authentic texts. 4. Use an understanding of basic Japanese syntactic system to read and compose simple colloquial Japanese texts in Japanese Kana syllabaries and simple Kanji characters.

Reason for change	To include application of skills.
-------------------	-----------------------------------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: . Opted out previously			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: JPN 101 or instructor approval	x <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x <input type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. The recommendations for the entry skill levels of students which will be removed in the proposed Course Description is discussed on the Japanese program web page and therefore no direct adverse impact is anticipated.
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN 103	Proposed prefix and number	JPN 103
Current course title	First Year Japanese	Proposed title (60 characters max)	First Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Expands further the communicative use of Japanese and cultural awareness. The practice of Hiragana and Katakana syllabaries, and Kanji characters are continued. Communicative proficiency is the main objective of the sequence. Recommended: Completion of JPN 102 or two and a half to three years	Continues the introduction of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Expands the practice, product and perspective of Japanese culture. The third course of a three-course sequence. Prerequisite: JPN 102 or instructor permission.

high school Japanese.	
Reason for change	To clarify the nature of three-term sequenced course.

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

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> 1. Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense. 2. Continues to apply language-learning skills including deduction and circumlocution skills. 3. Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds. 	<ol style="list-style-type: none"> 1. Apply a clear understanding of the nature of tonal Japanese language in tone and pitch. 2. Communicate using appropriate vocabulary and mid level formal speech when interacting with native Japanese speakers. 3. Apply common cultural understandings and recognize cultural values when interacting with native speakers of Japanese and new authentic texts. 4. Use an understanding of slightly complex Japanese syntactic system to read and compose simple Japanese texts in Japanese Kana syllabaries and additional Kanji characters.

Reason for change	To include application of skills.
-------------------	-----------------------------------

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

Current prerequisites, corequisites and concurrent

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

x☒ Placement into: . Opted out previously

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: JPN 102 or instructor approval	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x <input type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. The recommendations for the entry skill levels of students which will be removed in the proposed Course Description is discussed on the Japanese program web page and therefore no direct adverse impact is anticipated.
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the 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	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN 201	Proposed prefix and number	JPN 201
Current course title	Second Year Japanese	Proposed title (60 characters max)	Second Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Development of the four skills of listening, speaking, reading, and writing is continued. Kanji characters are further explored. Offers to expand cultural awareness and appreciation. Recommended: Completion of first year Japanese at the college level, or three years high school Japanese, or instructor	Reviews and continues study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Examines new practice, product and perspective of Japanese culture. The first course of a three-course sequence of second-year Japanese. Prerequisite: JPN 103 or instructor permission.

permission.	
Reason for change	To clarify the nature of three-term sequenced course. Also to remove recommended skill level of entry. This is because the high-school and immersion programs which prepare students for the college level course vary in readiness as well as due to varying skill levels of the individual students entering the course.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech. Continues to apply language-learning skills including deduction and circumlocution skills. Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds. 	<ol style="list-style-type: none"> 1. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese. 2. Employ the understanding of Japanese syntactic system to read and compose colloquial Japanese texts in Japanese Kana syllabaries and increased Kanji characters. 3. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in semi-predictable settings. 4. Use effective communicative skills to interact with native Japanese speakers by managing mid-level formal speech.
Reason for change	To include application of skills.

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: . Opted out previously			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: JPN 103 or instructor approval	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. The recommendations for the entry skill levels of students which will be removed in the proposed Course Description is discussed on the Japanese program web page and therefore no direct adverse impact is anticipated.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN 202	Proposed prefix and number	JPN 202
Current course title	Second Year Japanese	Proposed title (60 characters max)	Second Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Continues work begun in JPN 201, expanding the communicative use of Japanese and cultural awareness. Study of Kanji characters is further explored. Recommended: Completion of JPN 201 or instructor permission.	Expands study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Adds the new practice, product and perspective of Japanese culture. The second course of a three-course sequence of second-year Japanese. Prerequisite: JPN 201 or instructor permission.

Reason for change	To clarify the nature of three-term sequenced course. Also to remove recommended skill level of entry. This is because the high-school and immersion programs which prepare students for the college level course vary in readiness as well as due to varying skill levels of the individual students entering the course.
-------------------	--

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech. Continues to apply language-learning skills including deduction and circumlocution skills. Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds. 	<ol style="list-style-type: none"> 1. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts 2. Employ the understanding of Japanese syntactic system to read and compose more colloquial Japanese texts in Japanese Kana syllabaries and complex Kanji characters. 3. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more natural settings. 4. Use effective communicative skills to interact with native speakers of Japanese by managing both mid-level formal and some informal levels of speech.

Reason for change	To include application of skills.
-------------------	-----------------------------------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: . Opted out previously			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			

prefix & number: JPN 201 or instructor approval	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. The recommendations for the entry skill levels of students which will be removed in the proposed Course Description is discussed on the Japanese program web page and therefore no direct adverse impact is anticipated.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN 203	Proposed prefix and number	JPN 203
Current course title	Second Year Japanese	Proposed title (60 characters max)	Second Year Japanese
Reason for title change	To improve clarity	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Continues work begun in JPN 201 and 202, expanding further the communicative use of Japanese and cultural awareness. Kanji characters are further explored. Recommended: Completion of JPN 202 or instructor permission.	Continues study of Japanese language and culture, emphasizing effective communicative skills in written and spoken language. Expands practice, product and perspective of Japanese culture. The third course of a three-course sequence. Prerequisite: JPN 202 or instructor permission.

Reason for change	To clarify the nature of three-term sequenced course. Also to remove recommended skill level of entry. This is because the high-school and immersion programs which prepare students for the college level course vary in readiness as well as due to varying skill levels of the individual students entering the course.
-------------------	--

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> Manages common interactions in highly predictable settings, using basic vocabulary, non-past and past tense, mid-level formal and informal speech. Continues to apply language-learning skills including deduction and circumlocution skills. Recognizes and begins to contrast linguistic and cultural differences between non-Indo-European and Indo-European language speaking worlds. 	<ol style="list-style-type: none"> 1. Apply deepened cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts 2. Employ the understanding of Japanese syntactic system to form opinions, comments, explanations, agreements, disagreements and intentions. 3. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more authentic settings. 4. Use effective communicative skills to interact with native speakers of Japanese by managing mid-level formal, some informal and polite formal levels of speech.

Reason for change	To include application of skills.
-------------------	-----------------------------------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: . Opted out previously			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			

prefix & number: JPN 202 or instructor approval	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. The recommendations for the entry skill levels of students which will be removed in the proposed Course Description is discussed on the Japanese program web page and therefore no direct adverse impact is anticipated.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005
Current prefix and number	JPN260A	Proposed prefix and number	JPN 260A
Current course title	Japanese Culture	Proposed title (60 characters max)	Japanese Culture
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
Japanese Culture through Film. Increases understanding of Japanese traditional and modern culture and society through analysis of cultural, historical and social issues presented ten Japanese films. May explore concepts such as families, social roles, friendship, WWII, traditions and pop culture, morality, philosophies, economics. Course conducted in English. Japanese films will be subtitled in English. Prerequisites: WR 115 and RD 115 or	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues through media product and literary work. Explores concepts such as families, social roles, friendship, pop culture, morality, philosophies, economics and more. Course conducted in English. Japanese materials are subtitled in

equivalent placement test scores.	English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	To improve clarify and to include slight change in course design by expanding resources.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as families, societal roles of women and men, friendship, WWII in Japan and traditions and modern forces.	<ol style="list-style-type: none"> 1. Use an understanding of key ideology and terminology on concepts such as families, social roles, friendship, pop culture, morality, philosophies and economics and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japanese based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in global community. 3. Identify culturally grounded assumptions of one’s own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one’s personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

Reason for change	To further clarify the previously stated 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x <input type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. However, she also teaches the course for 3 credits instead of 1 or 2 credits and therefore no direct adverse impact is anticipated.
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005
Current prefix and number	JPN261A	Proposed prefix and number	JPN 261A
Current course title	Japanese Culture	Proposed title (60 characters max)	Japanese Culture
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
Japanese Culture through Film. Increases understanding of Japanese traditional and modern culture and society through analysis of cultural, historical and social issues presented in five Japanese films. May explore concepts such as self- identity, Japanese views of the West, gender roles, youth and social issues, social groups, social events, perspectives on death, organized crime. Course conducted in English. Japanese films will be subtitled in English.	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as self-identity, Japanese views of the West, gender roles, perspectives on death and more. Course conducted in English. Japanese materials are subtitled in English. WR 115, RD

Prerequisites: WR 115 and RD 115 or equivalent placement test scores.	115 and MTH 20 or equivalent placement test scores.
Reason for change	To improve clarify and to include slight change in course design by expanding resources.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as gender roles, youth, social groups, self-identity and organized crime.	<ol style="list-style-type: none"> 1. Use an understanding of key ideology and terminology on concepts such as self-identity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japanese based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in global community. 3. Identify culturally grounded assumptions of one’s own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one’s personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.
Reason for change	To further clarify the previously stated 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			
x <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x <input type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. However, she also teaches the course for 3 credits instead of 1 or 2 credits and therefore no direct adverse impact is anticipated.
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the 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	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005
Current prefix and number	JPN262A	Proposed prefix and number	JPN 262A
Current course title	Japanese Culture	Proposed title (60 characters max)	Japanese Culture
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
Japanese Culture through Film. Increases understanding of Japanese traditional and modern culture and society through analysis of cultural, historical and social issues presented in five Japanese films. May explore concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage, emigration, workforce and religions. Course conducted in English. Japanese films will be subtitled in English. Prerequisites: WR 115 and	Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage, religions and more. Course conducted in English. Japanese materials are subtitled in

RD 115 or equivalent placement test scores.	English. WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for change	To improve clarify and to include slight change in course design by expanding resources.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
Communicate effectively an understanding of Japanese culture, both contemporary and traditional by respectfully recognizing similarities and differences as compared to own and other cultures in regard to cultural aspects such as marriage, modern social issues, emigration, cultural pride, workforce and religion.	<ol style="list-style-type: none"> 1. Use an understanding of key ideology and terminology on concepts such as imperialistic past, neo-nationalism, cultural pride, modern social issues, marriage and religion and use critical thinking to evaluate historical changes and their impact on current Japanese society. 2. Recognize the social contributions of Japanese based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in global community. 3. Identify culturally grounded assumptions of one’s own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts. 4. Enhance citizenship skills through the practice of self-appraisal and examination of one’s personal beliefs in comparison to the beliefs of others. 5. Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.
Reason for change	To further clarify the previously stated 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x <input type="checkbox"/> Yes <input type="checkbox"/> No	Morgan Lindberg, temporary 1 year FT Japanese instructor, was contacted. However, she also teaches the course for 3 credits instead of 1 or 2 credits and therefore no direct adverse impact is anticipated.
Implementation term	x <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the 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	World Languages Japanese	Submitter name Phone Email	Takako Yamaguchi 971.722.8005 tyamaguc@pcc.edu
Current prefix and number	JPN270	Proposed prefix and number	JPN270
Current course title	Reading in Japanese Literature	Proposed title (60 characters max)	Reading in Japanese Literature
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Emphasizes Japanese reading skills. Reading and discussion of accessible works of Japanese prose and poetry. Prerequisite: Second year Japanese at the college level or equivalent or instructor permission.	Explores accessible works of Japanese prose and poetry. Emphasizes skills for reading in Japanese. Prerequisite/corequisite: JPN 203 or instructor permission.

Reason for change	To clarify further and keep consistency within the World Languages department
-------------------	---

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

Current learning outcomes	New learning outcomes
The goal is that students improve in their ability to read, analyze, and discuss Japanese literature. Students may listen to and discuss tapes which will be presented in class. Speaking and writing skills will be improved through student practice. A generally sound foundation in grammar and vocabulary is assumed, and grammar will not be the focus of the course.	<ol style="list-style-type: none"> 1. Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese. 2. Use an understanding of Japanese syntactic system to read prose and poetry in Japanese Kana syllabaries and Kanji characters. 3. Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in authentic settings. 4. Use effective communicative skills to interact with native Japanese speakers by managing mid-level formal and informal speech.

Reason for change	To further clarify and to emphasize the language use.
-------------------	---

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x <input type="checkbox"/> Placement into: Opted out previously			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Underwood	junderwo@pcc.edu	
SAC Administrative Liaison	Email	Date
Dave Stout	dstout@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	CAS/OS	Submitter name phone and email	Amy Clubb 971-722-7094 Amy.clubb@pcc.edu
Prefix and Course Number:	CAS 137	Credits:	3
Course Title: (60 characters max)	Basic Web Design using Adobe Creative Suite	Transcript Title (30 characters max)	Basic Web Design/Adobe
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 10 Lec/lab: 40 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces the basic features of Adobe Creative Suite, producing a simple, multi-page website using Dreamweaver, Photoshop, Flash, Fireworks, Bridge, and Acrobat. Develops familiarity with the web design process. Includes basic web terminology, uploading pages to a server (FTP), and optimizing graphics. Recommended: CAS 133 or equivalent file management and word processing experience, placement into RD 115 or WR 115.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)	
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input checked="" type="checkbox"/> Placement into: RD 115 or WR 115	<input type="checkbox"/> Placement into:

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize when to use each of the Adobe Creative Suite programs to create optimized web graphics and web pages 2. Integrate the programs to create a simple web site 3. Work collaboratively in an online environment through the sharing of electronic documents 4. Pursue future courses specializing in one or more of the programs
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<p>Assessments may include:</p> <ul style="list-style-type: none"> • Completion of assigned projects, including a simple, multi-page website • Tests or quizzes
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ol style="list-style-type: none"> A. Adobe Creative Suite Interface <ol style="list-style-type: none"> 1. Overview of panels and Adobe workspace 2. Understand the Adobe workflow B. Adobe Acrobat <ol style="list-style-type: none"> 1. Creating PDF files and portfolios 2. Sharing PDF files 3. Creating and Distributing PDF forms C. Adobe Dreamweaver <ol style="list-style-type: none"> 1. Work with the Dreamweaver workspace 2. Work with existing web pages 3. Plan a website (site setup, page properties, etc) 4. Working with text and links 5. Adding images to the site D. Adobe Flash <ol style="list-style-type: none"> 1. Work with the stage, timeline, and panels in the Flash workspace 2. Create a simple movie 3. Draw and modify objects 4. Create symbols and buttons

	5. Create basic animations E. Adobe Fireworks 1. Work with existing objects (vector and bitmap) 2. Create basic shapes and text F. Adobe Bridge 1. Organize photos and graphic files 2. Create web gallery and upload to SWS G. Adobe Photoshop 1. Crop, rotate, and resize photos 2. Apply filters and adjustments to photos 3. Save photos for the web H. Integration 1. Insert a Fireworks Image into a Dreamweaver document 2. Create a Fireworks Image and Import it into Flash 3. Insert and Edit a Flash Movie in Dreamweaver
--	--

Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	This course will provide students with an overview of the Adobe Creative suite products and how to integrate them to create a basic website. We currently do not have a course that covers multiple Adobe products or the integration of the programs. Taking this course may direct students into our web degree/certificate program and/or lead to enrollment in dedicated Adobe courses at PCC.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Administrative Assistant	# credit: 94
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Not at this time
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	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 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
Barbara Kaufman	bkaufman@pcc.edu	
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ X title
- ☐ x description
- ☐ prerequisites and co-requisites
- ☐ 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	Diesel Service Technology	Submitter name Phone Email	Robert Bonner 503 614 7489 rbonner@hotmail.com
Current prefix and number	DS101	Proposed prefix and number	
Current course title	Engine Rebuild and Lab Procedures	Proposed title (60 characters max)	Diesel Engine Rebuild and Lab Procedures
Reason for title change	To specifically emphasize Diesel engine rebuild	Proposed transcript title (30 characters max)	Diesel rebuild and Lab

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

Current Description	Proposed Description
Covers engine theory, engine components, and proper diesel engine rebuild procedures. Introduces basic engine electrical and fuel systems, shop tool use and maintenance.	Cover engine theory, engine components, and proper diesel engine rebuild procedures. Includes basic engine electrical and fuel systems, shop tool use and maintenance
Reason for change	Change "introduce" to "include".

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
x	<p>Analyze and determine the problem and implement the correct repair of diesel engines, components and systems.</p> <p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>

Reason for change	To bring CCOGS into compliance with new requirements and address related instruction.
-------------------	---

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Robert Bonner	rbonner@pcc.edu	Dec. 9, 2010
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	Diesel Service Technology	Submitter name	Robert Bonner
		Phone	503 614 7489
		Email	rbonner@hotmail.com
Current prefix and number	DS104	Proposed prefix and number	
Current course title	Fundamentals of Electricity and Electronics	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
Fundamentals of electricity, electrical circuitry and components. Practice on electrical components and live circuitry.	<p>Covers basic electrical theory, electrical components, and proper electric diagnostic procedures.</p> <p>Introduced to basic electrical systems, diagnostic tool use and maintenance.</p> <p>Includes Cummins Electronic Engine controls and basic multiplexing.</p>

Reason for change	To better explain content and address related instruction.
-------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
x	<p>Basic theory of automotive electricity, components, schematics, controls and how they all relate to make a complete system.</p> <p>Diagnose and repair electrical circuits. Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>

Reason for change	To bring CCOGs into compliance with new requirements and address related instruction.
-------------------	---

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Robert Bonner	rbonner@pcc.edu	Dec, 9,2010
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	Diesel Service Technology	Submitter name Phone Email	Robert Bonner 503 614 7489 rbonner@hotmail.com
Current prefix and number	DS204	Proposed prefix and number	
Current course title	DS Start/Charge & Elec Cntl Sy	Proposed title (60 characters max)	Diesel Starting, Charging and Electronic Control Systems
Reason for title change	Better explanation of course	Proposed transcript title (30 characters max)	DSL Start/Charge & Elect Controls

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
Overhaul system components and practice live trouble shooting of heavy duty electrical and electronic system	Covers advanced automotive electrical theory, electrical components, and proper electric diagnostic and repair procedures. Includes advanced automotive electrical systems, diagnostic tool use and maintenance.

Reason for change	To bring CCOGs into compliance with new requirements and address related instruction
-------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
x	<p>Analyze and determine the problem and implement the correct repair of automotive electrical components and systems.</p> <p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p> <p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>

Reason for change	To bring CCOG into compliance with new requirements and address related instruction
-------------------	---

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction	

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Robert Bonner	rbonner@pcc.edu	Dec . 9, 2010
SAC Administrative Liaison	Email	Date

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:	Diesel Service Technology	Submitter:	Robert Bonner
Prefix and Course Number:	DS 101	Submitter Phone and Email:	503 614 7489 rbonner@pcc.edu
Credit	12	Course Title:	Diesel Engine Rebuild and Lab Procedures

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)

65

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

Analyze and determine the problem and implement the correct repair of diesel engines, components and systems.

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

- **Disassemble, measure, reassemble, start and run a diesel engine.**
Which includes measuring all components, calculating wear and determining reusability by comparing to service manual specifications.
- **Measuring tools, including metric system.**
This includes standard and metric methods of measurement and converting from one to the other.
- **Fasteners and their use.**
Identify fasteners and fittings by measuring diameter, thread size, angle of surfaces and type of material.
- **History and operational theory of diesel engines**

Crank shaft angles, degrees of cam shaft timing, degrees of fuel injection timing.
Formulas to compute horse power and torque output of the engine.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	144
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<p>Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.</p>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Develop a portfolio of all work and projects <p>This is a daily log of activities, classroom lecture notes, lab projects and hand outs</p> <p>This includes a verbal explanation by the instructor of the project requirement and a verbal explanation by students of what the project accomplished, the procedure used and where specifications were found.</p> <p>Students are required to contact the dealer involved to research parts or service procedures.</p>		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	111
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<p>Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.</p>		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Disassemble, measure, reassemble, start and run a diesel engine. <p>The engine project is a team project using two students to an engine. Students must work together sharing information and work load.</p> <p>Students must work together to schedule the sharing of shop tools, equipment and daily shop clean up.</p> <p>Students conduct any needed correspondence with a dealer.</p>		
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
<input type="checkbox"/> Computation	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Communication	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Human Relations	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>

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:	Diesel Service Technology	Submitter:	Robert Bonner
Prefix and Course Number:	DS 104	Submitter Phone and Email:	503 614 7489 rbonner@pcc.edu
Credit	6	Course Title:	Fundamentals of Electricity and Electronics

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

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

- Basic theory of automotive electricity, components, schematics, controls and how they all relate to make a complete system.
- Diagnose and repair electrical circuits.

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

- Ohm's law ($E=I \times R$)
Calculate circuit resistance, amperage and voltage drops.
- Watt's law ($P=I \times E$)
Calculate power of a component or circuit.
- Series Circuits
- Parallel Circuits
- Compound Circuits
Math formulas involved in computing voltage drop, amperage, total resistance and power in different types of electrical circuits for construction or diagnosis.

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	6
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
<ul style="list-style-type: none"> Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> Develop a portfolio of all work and projects This is a daily log of activities, classroom lecture notes, lab projects and hand-outs. Cummins Electronic Engine controls and diagnosis. The Cummins engine control project is a team project using two or more students to an engine. They must work together sharing information and work load. Digital multi-meters and attachments The digital multi-meter project is a team project including work book and hands on tasks. These projects include a verbal explanation by the instructor of the project requirement and a verbal explanation by the student of what the project accomplished, the procedure used and where the specifications were found. Students are required to contact the dealer involved to research parts or service. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	21
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
<ul style="list-style-type: none"> Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>The digital multi-meter workbook project and other hands on projects are a team effort.</p> <p>Students must work together sharing information and work load.</p> <p>All of the students must work as a community to schedule the sharing of shop tools and equipment and daily shop clean up.</p>		
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 – 4 th 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
<input type="checkbox"/> Computation	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Communication	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>

☐ Human Relations

Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.

Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.

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:	Diesel Service Technology	Submitter:	Robert Bonner
Prefix and Course Number:	DS 204	Submitter Phone and Email:	503 614 7489
Credit	6	Course Title:	DS Starting, Charging and Electronic Control Systems

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)

68

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

Analyze and determine the correct repair of automotive electrical components and systems.

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

- Disassemble, diagnose, assemble and test starters and generators.
This includes recording and calculating values based on meter readings.
- Automotive batteries.
This involves calculating test values according to industry specifications.
- Motor and generator theory.
This involves being able to calculate motor torque and horsepower values using RPMS, Amperes, and Volts
- Develop a portfolio of all work and projects.
This includes vehicle inspections to calculate the quality of electrical systems based on Ohm's law, Watts law and Kirchhoff's voltage and current laws

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	44
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication .		
Communicate with co-workers, customers, management and general public in a professional and knowledgeable manner.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Develop a portfolio of all work and projects. This includes a verbal explanation by the student of what the project accomplished, the procedure used and where the specifications were found. The student is required to contact the dealer involved to research parts or service procedures. • Disassemble, diagnose, assemble and test starters and generators. This is a team project where two or three students work together and discuss the problems found in the project and determine the remedy. • Automotive batteries. This is a team project where the students work together to test and determine the condition of batteries. 		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	21
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Conduct repairs in an ethical and professional manner, respecting industry safety and environmental guidelines.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>The class projects are all team efforts where students work together sharing information and work load.</p> <p>All of the students must work together to schedule the sharing of shop tools and equipment and daily shop cleanup.</p>		
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 – 4 th 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
<input type="checkbox"/> Computation	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Communication	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>
<input type="checkbox"/> Human Relations	<p>Education: AAS or Bachelors Degree (or higher) in diesel service or a field appropriate to diesel service is preferred but not required. ASE certification in all areas of instruction is required within the first year of hire.</p> <p>Experience: Five years recent diesel service experience. Five years recent experience teaching at the college level or industry trainer experience or a combination of teaching at the college level and industry trainer experience may be substituted for recent diesel service experience.</p>

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:	Computer Information Systems	Submitter name phone and email	Franklin Roberts franklin.roberts@pcc.edu 4429
Prefix and Course Number:	CIS 187I	Credits:	4
Course Title: (60 characters max)	Web Technical Administration	Transcript Title (30 characters max)	Web Technical Administration
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: 0 Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title: CIS 199W

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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)	\$12.00	

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

Surveys all technical aspects of an organization's website administration including: upgrading and maintaining web server software configuration, Internet connections, file transfers, e-mail notifications, and security systems. Investigates web system logs, web content backup strategies, and issue of web user accessibility and web site performance. Linux and Windows server operating system installations, configuration, and management in a virtual environment will be required. Command line commands and GUI tools will be used to organize, manage, and maintain the file system and web server software.

Recommended: Completion of CIS 121 and CIS 122 or CIS departmental approval.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
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)	<p>On successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> ● Update, and configure web server software for a small business site. ● Effectively use command line commands and GUI tools to organize, backup and update web content users and file systems. ● Ensure web user access and web site performance in conjunction with web system log analysis.
Course activities and design: (from CCOG)	<p>This course is presented by means of:</p> <ul style="list-style-type: none"> ● on-campus lectures or distance learning materials, ● group discussion, ● individual lab assignments ● group lab assignments. ● learning reflection assignments
Outcomes assessment strategies: (from CCOG)	<p>Through exams, projects and class assignments students will be assessed to determine if they are able to:</p> <ul style="list-style-type: none"> ● Define the basic components of a web server system. ● Install a web server operating system. ● Configure web server software for a variety of users. ● Work effectively in command line and GUI mode to scan directories, copy or move files, rename files, or see and change attributes. ● Create users and groups. ● Place users in groups. ● Assign file system permissions to users and groups.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	

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.	Training web developers to admin a subset of a server operating system.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Name of certificate(s):		# credit:
Name of degree(s):	Associate of Applied Science: Computer Information Systems Degree	# credit: 94
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	To be Determined
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.	Associate of Applied Science, Web Site Development and Design – This degree is currently using CIS 287I as a requirement, CIS 287I not a good fit. Designed CIS 187I as a replacement
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.	CIS 287I is similar course, however it is not being replaced by this course. 287I is for network administrators vs. web administrators
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	The CAS SAC has been notified of the implementation of CIS 187I as a possible replacement for CIS 287I
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or	CAS may adopt to replace CIS 287I with CIS 187I

agreements that have been reached	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
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	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS133J	Proposed prefix and number	
Current course title	Java Programming 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
Introduces elementary principles of software engineering, structured program design, modular programming, object oriented program design, event driven programming, problem solving and social issues of computer systems. Topics include scalar and structured data types, alternation and repetition control structures, modular programming, object oriented programming and use of event driven graphics user interfaces. Recommended: placement in	Introduces object oriented and programming concepts from a software engineering and project oriented perspective. Topics include class definitions, object interactions, collection processing, UML class diagrams, unit testing, Java API, program documentation, debugging, use of an Integrated Development Environment. Recommended: placement in WR 121 and CIS 122 or equivalent.

WR 121 and CIS 122 or equivalent.	
Reason for change	To accurately reflect the current content of the course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .			
Current learning outcomes		New learning outcomes	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
☒ 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	CIS	Submitter name	Mike Talbert
		Phone	971 722 4447
		Email	mtalbert@pcc.edu
Current prefix and number	CIS 135T	Proposed prefix and number	No Change
Current course title	XML, Data Transformation and Objects	Proposed title (60 characters max)	XML and HL7
Reason for title change	This course was taught for the first time in the fall of 2010. The original content was determined to be too ambitious. The course title is being changed to reflect what will be covered.	Proposed transcript title (30 characters max)	XML and HL7

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
XML, Data Transformation and Objects Discuss data formats, how data is converted between formats, and the use of some common software tools for data conversion. XML, a standard structure for data will be presented. Web services architecture will be presented and a web	Design and create basic XML documents, work with namespaces, validate an XML document using DTDs (Document Type Definitions) and schemas, import and include XML schema domain information, XML schema intrinsic and user-defined data types, combine XML with XHTML and with Cascading Style Sheets are all topics that will be presented. The advantages

service will be set up. Students will individually and collaboratively apply skills studied to a variety of data transformation projects. Unified Modeling Language (UML) will be used to design receiving structures (objects) for data that has been transferred. Recommended: CIS 122 or CIS department approval.	and disadvantages of XML design formats of Flat Catalog, Russian Doll and Venetian Blind will be discussed. HL7 will be introduced. Recommended CIS122 or CIS department approval.
Reason for change	This course was taught for the first time in the fall of 2010. The original content was determined to be too ambitious. The course description is being scaled back to reflect what will be covered.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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
<ol style="list-style-type: none"> 1. Design and code data transfer scripts using XML languages for the transfer of data over business networks and the Internet. 2. Develop, conduct and deliver technical presentations of data transformation requirements to management illustrating the different hardware and software requirements on both ends of the transfer route. 3. Transform various data formats such as text, images, sound and video so that this information can be transferred to and from server storage devices. 4. Design theoretical objects that might be in a database, or a software program that will accommodate transformed data. 	<p>On successful completion of this course the student should be able to:</p> <ul style="list-style-type: none"> • Design and code data transfer scripts using XML languages for the transfer of data over business networks and the Internet. • Validate XML documents with the use of Document Type Definitions and schemas according to industry standards. • Transfer/transform various data formats such as text and images so that this information can be transferred to and from server storage devices on business and health care networks and the Internet. • Validate XML code and associated DTDs and schemas using a XML editing tool so that the XML code can be used within business and health care industries. • Write and maintain HL7 segments at an elementary level for an entry level position in the Health Care Industry.
Reason for change	This course was taught for the first time in the fall of 2010. The original content was determined to be too ambitious. The course outcomes are being scaled back to reflect what will be covered.
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>	
Current prerequisites, corequisites and concurrent	

X <input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
☐ 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	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS 233J	Proposed prefix and number	
Current course title	Java Programming 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
Continues the introduction of Java Programming and Web based programming. Introduces advanced graphics, advanced event handling, advanced graphical user interfaces, input/output to files, networking, multi-processing, database access and internationalization in Java. Recommended: CIS 133J or CS 161 and CIS 275; or instructor permission.	Continues object oriented programming from a software engineering and project oriented perspective. Topics include class design, coupling and cohesion, refactoring, inheritance, advanced collections, abstract classes, interfaces, introduction to GUI building, introduction to Java database connectivity, error handling. Recommended: CIS 133J or CS 161 and CIS 275; or instructor permission.

Reason for change	To keep the description current with the course content.
-------------------	--

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

Current learning outcomes	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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
- ☐ title
- ☒ description
- ☐ prerequisites and co-requisites
- ☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Computer Information Systems	Submitter name Phone Email	Taylor Hanna 971-722-4162 thanna@pcc.edu
Current prefix and number	CIS 234N	Proposed prefix and number	
Current course title	C# Programming	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations 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 C# language; Microsoft.Net framework; Windows applications, forms and controls; introduces Web Applications and ASP.NET; introduces Web Services; basic ADO.NET; file I/O; Visual Studio IDE. Recommended: Two courses (or proficiency) in a programming language.	Accelerated introduction to object-oriented programming in C# focusing on language features supported by .NET frameworks using the Visual Studio IDE and NUnit. Students will design, code and test projects involving namespaces; simple, abstract anonymous and partial classes; structures, enums and interfaces; delegates and events; exceptions; class, instance and anonymous methods, properties and indexers; LINQ, streams, generic collections, ADO databases, timers, and multithreading. Recommended: Experience with UML class diagrams, object-oriented

	concepts and a two-course sequence (or proficiency) in an object-oriented programming language.
Reason for change	Recent releases of the C# language and the .NET framework have added many new language features and .NET capabilities at the core of C# programming. To accommodate the current core material requires the elimination of some of the topics presented in the current course and the clarification of the recommended skill set.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three 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	
<ul style="list-style-type: none"> • Write and execute C# Windows applications • Write and execute a simple C# ASP.NET Web application • Write and execute a simple ASP.NET Web service • Use the object browser to understand the classes in the .NET framework namespaces • Use the Visual Studio IDE to develop and debug applications • Write a C# console application 		Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Design, document, code and test small C# console and GUI applications. • Design, document, code and unit test class libraries as part of a larger project. • Use an object browser and .NET documentation to examine C# and the .NET framework namespace contents. • Use the Visual Studio IDE to create and debug application and class library solutions and projects. • Interpret UML class diagrams to create C# classes and applications 	
Reason for change	To accommodate the current C# and .NET core material some of the original outcomes were no longer relevant and to clarify the remaining outcomes in light of the new skill set of successful students..		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Mike Talbert	mtalbert@pcc.edu	10/27/10
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus, BCTRE Dean	charmagne.ehrenhaus@pcc.edu	Oct. 29, 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	Landscape Technology	Submitter name	Marilyn Alexander
		Phone	503-614-7203
		Email	malexand@pcc.edu
Current prefix and number	HOR 291	Proposed prefix and number	
Current course title	Landscape Design Process	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	
Reason for change			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores</p> <p>If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: HOR 226, 227, 228, 290; LAT 108, 110, 111	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: LAT 217	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	X pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: HOR 226, 227, 228, 290	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: LAT 217	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	X pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes X no	
<p>If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.</p>			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
<input type="checkbox"/> Yes X No			

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marilyn Alexander	malexand@pcc.edu	12/8/2010
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	12/8/2010

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	Landscape Technology	Submitter name Phone Email	Marilyn Alexander 503-614-7203 malexand@pcc.edu
Current prefix and number	LAT 223	Proposed prefix and number	
Current course title	Site Surveying and Analysis	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
<ul style="list-style-type: none"> Understand and read grading plans and the concepts of cut and fill. Measure slopes and set grade stakes in the field. Understand spatial concepts of horizontal and vertical measurements. Accurately use surveying equipment to obtain measurements. Understand the concepts of accuracy and precision and how to apply to a given project requirements. Measure and draft a site plan. 	<ul style="list-style-type: none"> Understand the concepts of accuracy and precision and how to apply them to a given project's requirements. Accurately use surveying equipment to obtain horizontal and vertical measurements to understand the slope of a site, and draft a topographical map. Use computation to measure, record and interpret site information to draft a site plan for use in design and/or construction of the landscape. Read and interpret grading plans, using concepts of cut and fill. Set grade stakes in the field.

Reason for change

SAC realized the hours of computation within the current course needed to be recognized and included in the total certificate requirement of Related Instruction.

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

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 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

x

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
Marilyn Alexander	malexand@pcc.edu	12/8/2010
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	12/8/2010

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:	LAT	Submitter:	Marilyn Alexander
Prefix and Course Number:	LAT 223	Submitter Phone and Email:	malaxand@pcc.edu 503-614-7203
Credit	3	Course Title:	Site Surveying and Analysis

Details of Related Instruction
<p>guidelines for identifying related instruction</p> <p>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.</p>

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	54
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Use computation to accurately measure, record, and interpret site information to develop and draft a site plan.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<ul style="list-style-type: none"> • Linear calculations and conversions of feet-inches-fractions of an inch/decimal feet • Geometry and surveying applications • Trigonometry and surveying applications • Horizontal and vertical measuring with surveying applications • Slope ratio, gradient and percent calculations • Field note computations, Note Check and Allowable Error • Contour interpolation and graphing of contour lines • Angle calculations and conversions of degrees-minutes-seconds/decimal degrees • Angle conversions of azimuths/bearings 		

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 – 4 th 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
<input checked="" type="checkbox"/> Computation	College transcript shows completed courses (C or better) in Site Surveying and Analysis (or equivalent), and Math including subjects in algebra, geometry and trigonometry (equivalent or greater); or a licensed Landscape Contractor Professional or Landscape Architect; or 5 years of field experience in landscape contracting and/or landscape design with proof of college transcript coursework.
<input type="checkbox"/> Communication	
<input type="checkbox"/> 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
☒ 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 Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 9090	Proposed prefix and number	FP 294
Current course title	Incident Command	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
Covers current incident command systems and how to improve fireground operational techniques through a structured process.	
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
<p>1.0 Introduction to Incident Command</p> <p>The goal is to gain an appreciation of the benefits found in using a system for managing resources at emergency incidents.</p> <p>Objectives:</p> <p>1.1 Identify two common command problems that occur at incident.</p> <p>1.2 Describe how common command problems can be remedied through the use of an incident command system.</p> <p>1.3 Explain the concept of incident command.</p> <p>1.4 List the elements controlled: personnel, equipment, facilities and communications.</p> <p>2.0 Organization</p> <p>The goal is to explain the format used in an incident command system.</p> <p>Objectives:</p> <p>2.1 Identify and describe five major functional areas of an incident command system.</p> <p>2.2 Identify and describe three command staff functions.</p> <p>2.3 Describe how an incident command system can be expanded when responsibility for a functional area exceeds the capability of the commander.</p> <p>3.0 Management Advantages</p> <p>The goal is to recognize the benefits and planned sequence of actions the system provides.</p> <p>3.1 Describe how an incident command system provides for unity of command.</p> <p>3.2 Explain the advantages of the common terminology of an incident command system and identify some of the differences in terms between departments.</p> <p>4.0 Establishing Command</p> <p>To give the student specific proven techniques for establishing the system.</p> <p>4.1 Describe methods for establishing command</p> <p>4.2 Define authority and responsibility as they relate of command.</p> <p>4.3 Describe when a command post should be established and two factors important to its location.</p> <p>4.4 Identify two types of sectoring.</p>	<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> • Use the incident/event management process for supervisors and expanding incidents as prescribed by the Incident Command System. • Apply the incident management process on a Type 3 incident. • Develop an Incident Action Plan for an incident. • Work within the incident management process of command and general staff functions during complex incidents as prescribed by the Incident Command System. • Apply the incident management process on a complex incident. • Use the management and coordination process during multiple incidents.

4.5 Identify and describe two methods of staging.
 4.6 Describe a procedure for transferring command.
 4.7 Describe how to establish strategic objectives based on incident priorities, situation status, and resource capabilities.
 4.8 Describe the importance of clear communications to all phases of an incident.

5.0 Application of Lessons Learned

The goal is to test the student's ability to apply knowledge and skills learned in previous instruction.

5.1 Participate in and/or observe fire simulation exercises (table top, etc.) that involve radios.
 5.2 Exchange ideas and experiences based on actual emergency incidents.

Reason for change	Update 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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: FP 113	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: FP 112 or ICS-200	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Ed Lindsay		
SAC Administrative Liaison	Email	Date
Larry Clausen		

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 Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 9140	Proposed prefix and number	FP 270
Current course title	Fire Officer I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Designed to meet NFPA 1021. Includes a contemporary look at the duties and responsibilities of first level supervisors. Covers first level supervisory functions associated with human resource management, community and government relations, fire administration, inspection and investigation, emergency service delivery and safety.	Includes first level supervisory functions associated with human resource management, community and government relations, fire administration, inspection and investigation, emergency service delivery, and health and safety. Meets NFPA 1021.

Reason for change	Update description.
-------------------	---------------------

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

Current learning outcomes	New learning outcomes
No outcomes	<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> • Work with human resources to accomplish assignments in accordance with safety plans and in an efficient manner. • Skillfully deal with inquiries by the community and communicate the role, image, and mission of the fire department to the public. • Apply general administrative functions and implement departmental policies and procedures at the unit level. • Conduct inspections to identify hazards and address violations and investigate fires to determine preliminary cause, secure incident scenes, and preserve evidence. • Supervise emergency operations, conduct pre-incident planning, and deploy assigned resources in accordance with the local emergency plan. • Apply health and safety plans, policies, and procedures to daily activities as well as the emergency scenes.

Reason for change	No outcomes listed.
-------------------	---------------------

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
Prefix & Number: FP 112 or Fire Fighter II certification	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Prefix & Number: FP 240 or Fire Instructor I certification	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--	--	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
--	---

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Ed Lindsay		
SAC Administrative Liaison	Email	Date
Larry Clausen		

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 Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 9070	Proposed prefix and number	FP 295
Current course title	Major Emergency Tactics/Strategy	Proposed title (60 characters max)	
Reason for title change	Eliminating use of 9000 level numbers per state requirement	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
Studies response and size-up, fire-ground tactics and analysis, post-mortem, pre-fire survey and planning, combined operations, mutual aid, disaster planning and problems in unusual fire operations.	Covers response and size-up, fire-ground tactics and analysis, post-mortem, pre-fire survey and planning, combined operations, mutual aid, disaster planning and problems in unusual fire operations. Prerequisite FP 203A
Reason for change	Update description

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

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • #62-01 Major Emergency Tactics and Strategy. • #62-01.01 The individual shall identify local and regional agencies which would respond to a major incident or disaster. • #62-01.02 The individual shall describe the responsibilities and authority of each agency which would respond to a major incident or disaster. • #62-01.03 The individual shall identify the components of a plan to cope with a large scale emergency situation. • #62-01.04 The individual shall, given a simulated disaster situation: A) Describe how the disaster plan is activated B) Describe how outside assistance is summoned. • #62-01.05 The individual shall describe emergency procedures to be followed by fire personnel during civil disturbances. • #62-01.06 The individual shall identify alternative methods of communication which could be utilized in major emergency operations. • #62-01.07 The individual shall choose five from a list of incidents (major transportation, emergency, jail/hospital fire, natural disaster, tank farm fire, mass casualty incident, high rise fire, shopping center fire, conflagration, hazardous materials incident). 	<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> • Work with local and regional agencies which respond to major incidents and disasters. • Use the components of an incident action plan to cope with large scale incidents and disasters. • Activate a disaster plan and summon outside assistance. • Apply emergency procedures to be followed by fire personnel during civil disturbances. • Use alternative methods of communication in major incidents and disasters.

Reason
for
change

Update outcomes

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: FP 203A	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Ed Lindsay		
SAC Administrative Liaison	Email	Date
Larry Clausen		

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:	ED	Submitter name phone and email	Kay Peterson 971-722-5229 cpeterso@pcc.edu
Prefix and Course Number:	264	Credits:	1
Course Title: (60 characters max)	Portfolio Development II: AAS Paraeducator Addition	Transcript Title (30 characters max)	Portfolio for AAS Paraeducator
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times?3	Contact hours: Lecture:10 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Prepare a professional portfolio that documents the outcomes and requirements for the AAS degree in Paraeducation. Must be taken after or at the same time as ED 263.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores☐ Placement into:☐ Placement into:

course prefix & number: ED 263

☐ Prerequisite☐ Corequisite☒ pre/co

course prefix & number:

☐ Prerequisite☐ Corequisite☐ pre/co

Addendum to

course description:	
---------------------	--

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> Revise, enhance and/or add to 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.
Course activities and design: (from CCOG)	The content of this course will be delivered through lecture, analysis of model portfolios, simulation, and class discussion/sharing/critique.
Outcomes assessment strategies: (from CCOG)	<p>Student progress will be evaluated and criteria will be developed for assigning a course grade using the following tools:</p> <ol style="list-style-type: none"> Completion and presentation of supplemental AAS sections to a comprehensive portfolio designed to demonstrate the student's knowledge and skills to date as related to specific program outcomes ; Participation in group and class discussion and activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> Arrange evidence of personal knowledge and skills related to the field of education in a professional portfolio; Provide feedback to others for improvement of their portfolios and adjust their own portfolios in response to feedback.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	AAS Paraeducation	# credit: 1
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input type="checkbox"/> 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:	This will be a required capstone course and the primary assessment for degree outcomes specific to the AAS Paraeducator degree, ie outcomes not included in the 1-year Paraeducation Certificate.	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
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	NO
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval

	<input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Janeen Hull 503.977.4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 186 L	# Credits:	1
Course Title: 60 characters max	Modern Dance III	Transcript Title (30 characters max)	Modern Dance III
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input checked="" type="checkbox"/> Yes	Course Number and Title 292D	
	<input type="checkbox"/> No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Modern Dance III Continues the development of Modern dance technique at the intermediate level with a focus on longer, more challenging dance phrases and performance aspects. Course may be taken a total of three times for credit.		

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				
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number: 192D or PE 186J, or instructor approval		<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<ul style="list-style-type: none"> • Appreciate Modern dance as an art form and recognize dance as distinguished from other art forms in order to be an informed audience member. • Solve problems creatively both individually as well as in groups through improvisation and peer observation and feedback. • Work together as a community through peer sharing, class discussions, and group projects. • Create health and well being via physical activity, self expression, and group interaction. 			
Course activities and design: (from CCOG)				
Outcomes assessment strategies:	Outcome Assessment Strategies will include: <ul style="list-style-type: none"> • Participation • Practical evaluation • Paper and/or project on Modern Dance Other Assessment Strategies may include: <ul style="list-style-type: none"> • Group and/or individual choreography • Exams • Quizzes 			
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> • Articulation of the spine • Distal vs core initiation • Body part vs whole • Axial vs locomotor movement • Moving in and out of the floor • Inversions • Movement qualities (effort/energy) • Precision in timing • Considering accompaniment • Working with improvisational scores • Examine and articulate ideas about modern dance in performance Skills and competencies: <ul style="list-style-type: none"> • move in and out of the floor efficiently and safely • execute different movements of the spine • demonstrate the difference between core and distal initiation • demonstrate the difference between body part vs whole 			

	<ul style="list-style-type: none"> • differentiate between various movement qualities • demonstrate correct alignment • adapt to using different kinds of accompaniment • observe and articulate ideas about modern dance in performance • execute improvisational scores • demonstrate clarity in phrasing, timing, rhythm, and accent • perform inversions efficiently and safely • direct own progress through active participation, questioning, peer observation and feedback • adapt to outside feedback from instructor or peers when appropriate • determine appropriate class practices
Reason for the new course	Dance program expansion and PE cross-lists appropriate courses with Dance to allow the the dance LDC as one credit of physical education - foundational requirement of AAOT.

Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	LDC as one credit of physical education - foundational requirement of AAOT University of Oregon
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) <i>SEE ABOVE - AAOT</i>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> 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.	Yes. 292D Modern III	

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.	YES - This is a course for cross-list with Dance. Heidi Diaz created/developed the course for Dance and asked that we Cross-list the course in PE.
--	--

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.	This is a course for cross-list with Dance.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

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:	Automotive	Submitter name phone and email	Scott Morgan, x8142, samorgan@pcc.edu
Prefix and Course Number:	AM 204	Credits:	4
Course Title: (60 characters max)	CE: Auto Lab 1	Transcript Title (30 characters max)	CE: Auto Lab 1
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 2	Contact hours: Lecture: Lec/lab: 85 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title: AM 280A CE: Automotive Service
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)			
Cooperative Education Alternative: The course will contain automotive service work in a live shop setting performing diagnostic and repair work under the supervision of an automotive instructor. Emphasis will be placed on independent learning and workplace skills with limited instruction. This class may be repeated two times for credit. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	Course intent is to closely approximate a CE setting while allowing students an alternative to traditional cooperative education. The CE handbook will be used as part of course assessment to further approximate a CE course setting. Prerequisites: Department permission is required.
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life 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)	<ul style="list-style-type: none"> • Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision. • Communicate effectively with employers, customers and co-workers. • Access and utilize repair information in a rapidly changing technology. • Implement strategies and processes to solve basic vehicle repair problems. • Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Students must document samples of their work performed and hours worked during completion of coop outcomes. This is done in a student co-op workbook. 2. Coop Instructors will assess students on the following AST professional outcomes and workplace skills: <ul style="list-style-type: none"> <u><i>The student performs repairs using all available repair information resources</i></u> <ul style="list-style-type: none"> • <i>Student uses service manuals</i> • <i>Student uses TSBs</i> • <i>Student uses computer resources</i> • <i>Student seeks help when appropriate</i> <u><i>The student communicates effectively with customers, employer and coworkers</i></u> <ul style="list-style-type: none"> • <i>Student is courteous and helpful with public/customers</i> • <i>Student is able to understand and follow directions</i> • <i>Student asks questions when appropriate</i> <u><i>The student performs repairs to the highest professional & ethical standards</i></u> <ul style="list-style-type: none"> • <i>Student uses time effectively</i> • <i>Student keeps busy, looks for work to do</i> • <i>Student works well with others</i> • <i>Shares in work load</i> • <i>Student is on time for work.</i> • <i>Student remains until required hours are completed</i> • <i>Student alerts supervisor if absent or late for work</i> • <i>Student plans ahead to rearrange work</i>

	<i>schedule</i> <ul style="list-style-type: none"> • <i>Student uses care with equipment and materials</i> • <i>Student is respectful of customer property</i> • <i>Student dresses appropriately for job setting</i>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	

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.	In-House Cooperative Work Experience with the addition of the new Auto Shop Lab courses for those students who are unable to obtain employment due to economic or individual difficulties	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Automotive Service Technology	# credit: 73
Name of degree(s):	Automotive Service Technology	# credit: 89
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> 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:	Alternative Cooperative Education Course if situations warrant.	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic	No

institution? Identify	
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	N/A
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Fall 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
Bart Ouchida	bouchida@pcc.edu	11/22/2010
SAC Administrative Liaison	Email	Date
Dan Findley	dfindley@pcc.edu	11/22/2010

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:	Automotive	Submitter name phone and email	Scott Morgan, x8142, samorgan@pcc.edu
Prefix and Course Number:	AM 205	Credits:	4
Course Title: (60 characters max)	CE: Auto Lab 2	Transcript Title (30 characters max)	CE: Auto Lab 2
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 2	Contact hours: Lecture: Lec/lab: 85 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title: AM 280A CE: Automotive Service	
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)			
Cooperative Education Alternative: The course will contain automotive service work in a live shop setting performing diagnostic and repair work under the supervision of an automotive instructor. Emphasis will be placed on independent learning and workplace skills with limited instruction. This class may be repeated two times for credit. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	Course intent is to closely approximate a CE setting while allowing students an alternative to traditional cooperative education. The CE handbook will be used as part of course assessment to further approximate a CE course setting. Prerequisites: Department permission is required.
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life 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)	<ul style="list-style-type: none"> • Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision. • Communicate effectively with employers, customers and co-workers. • Access and utilize repair information in a rapidly changing technology. • Implement strategies and processes to solve basic vehicle repair problems. • Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Students must document samples of their work performed and hours worked during completion of coop outcomes. This is done in a student co-op workbook. 2. Coop Instructors will assess students on the following AST professional outcomes and workplace skills: <ul style="list-style-type: none"> <u><i>The student performs repairs using all available repair information resources</i></u> <ul style="list-style-type: none"> • <i>Student uses service manuals</i> • <i>Student uses TSBs</i> • <i>Student uses computer resources</i> • <i>Student seeks help when appropriate</i> <u><i>The student communicates effectively with customers, employer and coworkers</i></u> <ul style="list-style-type: none"> • <i>Student is courteous and helpful with public/customers</i> • <i>Student is able to understand and follow directions</i> • <i>Student asks questions when appropriate</i> <u><i>The student performs repairs to the highest professional & ethical standards</i></u> <ul style="list-style-type: none"> • <i>Student uses time effectively</i> • <i>Student keeps busy, looks for work to do</i> • <i>Student works well with others</i> • <i>Shares in work load</i> • <i>Student is on time for work.</i> • <i>Student remains until required hours are completed</i> • <i>Student alerts supervisor if absent or late for work</i> • <i>Student plans ahead to rearrange work</i>

	<i>schedule</i> <ul style="list-style-type: none"> • <i>Student uses care with equipment and materials</i> • <i>Student is respectful of customer property</i> • <i>Student dresses appropriately for job setting</i>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	

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.	In-House Cooperative Work Experience with the addition of the new Auto Shop Lab courses for those students who are unable to obtain employment due to economic or individual difficulties	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Automotive Service Technology	# credit: 73
Name of degree(s):	Automotive Service Technology	# credit: 89
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> 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:	Alternative Cooperative Education Course if situations warrant.	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic	No

institution? Identify	
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	N/A
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Fall 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
Bart Ouchida	bouchida@pcc.edu	11/22/2010
SAC Administrative Liaison	Email	Date
Dan Findley	dfindley@pcc.edu	11/22/2010

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:	Automotive	Submitter name phone and email	Scott Morgan, x8142, samorgan@pcc.edu
Prefix and Course Number:	AM 206	Credits:	4
Course Title: (60 characters max)	CE: Auto Lab 3	Transcript Title (30 characters max)	CE: Auto Lab 3
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 2	Contact hours: Lecture: Lec/lab: 85 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prefix, number and title: AM 280A CE: Automotive Service
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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)			
Cooperative Education Alternative: The course will contain automotive service work in a live shop setting performing diagnostic and repair work under the supervision of an automotive instructor. Emphasis will be placed on independent learning and workplace skills with limited instruction. This class may be repeated two times for credit. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	Course intent is to closely approximate a CE setting while allowing students an alternative to traditional cooperative education. The CE handbook will be used as part of course assessment to further approximate a CE course setting. Prerequisites: Department permission is required.
---------------------------------	---

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life 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)	<ul style="list-style-type: none"> • Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision. • Communicate effectively with employers, customers and co-workers. • Access and utilize repair information in a rapidly changing technology. • Implement strategies and processes to solve basic vehicle repair problems. • Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> 1. Students must document samples of their work performed and hours worked during completion of coop outcomes. This is done in a student co-op workbook. 2. Coop Instructors will assess students on the following AST professional outcomes and workplace skills: <ul style="list-style-type: none"> <u><i>The student performs repairs using all available repair information resources</i></u> <ul style="list-style-type: none"> • <i>Student uses service manuals</i> • <i>Student uses TSBs</i> • <i>Student uses computer resources</i> • <i>Student seeks help when appropriate</i> <u><i>The student communicates effectively with customers, employer and coworkers</i></u> <ul style="list-style-type: none"> • <i>Student is courteous and helpful with public/customers</i> • <i>Student is able to understand and follow directions</i> • <i>Student asks questions when appropriate</i> <u><i>The student performs repairs to the highest professional & ethical standards</i></u> <ul style="list-style-type: none"> • <i>Student uses time effectively</i> • <i>Student keeps busy, looks for work to do</i> • <i>Student works well with others</i> • <i>Shares in work load</i> • <i>Student is on time for work.</i> • <i>Student remains until required hours are completed</i> • <i>Student alerts supervisor if absent or late for work</i> • <i>Student plans ahead to rearrange work</i>

	<i>schedule</i> <ul style="list-style-type: none"> • <i>Student uses care with equipment and materials</i> • <i>Student is respectful of customer property</i> • <i>Student dresses appropriately for job setting</i>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	

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.	In-House Cooperative Work Experience with the addition of the new Auto Shop Lab courses for those students who are unable to obtain employment due to economic or individual difficulties	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Automotive Service Technology	# credit: 73
Name of degree(s):	Automotive Service Technology	# credit: 89
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> 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:	Alternative Cooperative Education Course if situations warrant.	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic	No

institution? Identify	
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	N/A
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Fall 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
Bart Ouchida	bouchida@pcc.edu	11/22/2010
SAC Administrative Liaison	Email	Date
Dan Findley	dfindley@pcc.edu	11/22/2010

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	Automotive	Submitter name	Scott Morgan
		Phone	X8142
		Email	samorgan@pcc.edu
Current prefix and number	AM 280A	Proposed prefix and number	AM 280A
Current course title	CE: Automotive Service	Proposed title (60 characters max)	CE: Automotive Service
Reason for title change	N/A	Proposed transcript title (30 characters max)	CE: Automotive Service

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
Cooperative Education: Automotive Service Work outside of the classroom at a job performing diagnostic and repair work under the supervision of a professional automotive technician. Department permission required.	Cooperative Education: Automotive Service Work outside of the classroom at a job performing diagnostic and repair work under the supervision of a professional automotive technician. Department permission required.

Reason for change	N/A
-------------------	-----

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

Current learning outcomes	New learning outcomes
<p>Students having successfully completed Cooperative Education will have achieved the following outcomes:</p> <ol style="list-style-type: none"> 1. Complete a successful job search and hiring process. 2. Demonstrate achievement of the ASRT program outcomes commensurate with their time in the program. 	<p>Students having successfully completed Cooperative Education will have achieved the following outcomes:</p> <ul style="list-style-type: none"> • Complete a successful job search and hiring process. • Perform basic vehicle inspection, maintenance, diagnosis and repairs with limited supervision. • Communicate effectively with employers, customers and co-workers. • Access and utilize repair information in a rapidly changing technology. • Implement strategies and processes to solve basic vehicle repair problems. • Perform basic vehicle diagnosis and repair to the highest professional and ethical standards.

Reason for change	Better captures program outcomes which are the basis for the CE course. Creates a better integration with the Capstone courses.
-------------------	---

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

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
--	--

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that 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	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Bart Ouchida	bouchida@pcc.edu	11/22/2010
SAC Administrative Liaison	Email	Date
Dan Findley	dfindley@pcc.edu	11/22/2010

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	College Success Skills	Submitter name Phone Email	Laurel Spillum 971-722-4563
Course Prefix and Number:	ALC 51A	# Credits:	1
Course Title: 60 characters max	Basic English Skills Workshops & Lab	Transcript Title (30 characters max)	Basic English Skills Wksp/Lab
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 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)	<input type="checkbox"/>	<input type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title

Course fee: Identify only fees that are above and beyond the usual PCC fees	\$12	
--	------	--

Course Description: (field will expand as needed)	Develop an individualized plan of study with the English Coordinator to identify workshops and resources to improve English grammar, punctuation, writing, reading, and/or communication skills. Content varies depending upon interest and diagnosed needs.
--	--

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
X Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: WR 80 or RD 80 or ESOL 250 or ESOL 252	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to Course Description:	Students choose and attend 10 workshops of their choice from the English skills workshop series offered during the term.
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life 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)	<ul style="list-style-type: none"> • Apply college preparatory grammar, punctuation, vocabulary, and spelling skills to future coursework and into the work place. • Employ appropriate reading skills for analysis and comprehension of a variety of written texts. • Use communication skills needed for successful transition into the work force.
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> • Tutoring • Small group instruction • Textbook, workbook, computer-assisted, and/or audio/video assignments
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Quizzes • Written papers • Reading summary paragraphs • Journal writing • Teacher observations • Conferences • Self evaluation • Portfolios with log entries • Research papers • Book reviews
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> • Grammar and punctuation • Paragraph development • Essay development • Writing process • Reading comprehension • Reading and proofreading strategies • Vocabulary: context clues, dictionary skills, and spelling • Speaking and listening • Use of lab's self-paced learning resources -- tutorials, computer programs, videos, and others
Reason for the new course	ALC 51, which has existed for many years at PCC, is a class in which a student works on an individualized plan of study for 30 hours in a lab format. ALC 51A would allow a student to participate in 10 hours of scheduled lecture time (the workshops), do 10 hours of related homework, and work 10 hours in the lab with instructors and tutors. It allows for a different learning modality for those students who need a bit more structure than a lab-only format can provide.

Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> 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 acknowledgements and/or agreements that have been reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term Fall 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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