

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

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

Experimental Courses:

MM 299n – Video Compositing and Effects II
 ESOL 199 – Advanced English Skills Review
 HST 299 – United States Business History

Course Inactivation:

None

Available Grading Option:

None

Old Business:

363. FT 106 – Analysis of Movement
 Course Revision – Des, Out

364. FT 107 – Exercise Science I
 Course Revision – Des, Out

164. OMT 232 – Seminar II
 Course Revision – Des, Out

165. OMT 233 – Seminar III
 Course Revision – Des, Out

166. OMT 234 – Seminar IV
 Course Revision – Out

179. BI 222 – General Biology
 Course Revision – Out

194. BI 222 – Human Genetics
 Designation – General Education

204.SPA 260A - Spanish Culture
 Course Revision – Title, Des, Out
Postponed at SAC Request

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

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

207. SPA 270A – Readings in Spanish Literature
Course Revision – Title, Des, Out
Postponed at SAC Request

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

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

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

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

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

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

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

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

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

217. SPA 270A – Readings in Spanish Literature

Designation – Cultural Literacy

Postponed at SAC Request

218. SPA 271A – Readings in Spanish Literature (Women Writers)

Designation – Cultural Literacy

Postponed at SAC Request

268. ATH 101 – Intro to Physical Anthropology

Designation – General Education

269.ATH 102 – Intro to Archaeology and Prehistory

Designation – General Education

270. ATH 103 – Intro to Cultural Anthropology

Designation – General Education

271. ATH 207 – Culture Concepts

Designation – General Education

272. ATH 208 – Cultures of the World

Designation – General Education

273. ATH 209 – Culture Growth & Change

Designation – General Education

274.ATH 210 – Selected Topics Ethnology

Designation – General Education

275.ATH 214 – Human Environments: Ecological Aspects

Designation – General Education

276. ATH 230 – Native North Americans of the Northwest

Designation – General Education

277. ATH 231 – Native North Americans of the Northwest

Designation – General Education

278. ATH 232 – Native North Americans

Designation – General Education

279. ATH 103 – Intro to Cultural Anthropology

Designation – Cultural Literacy

280. ATH 208 – Cultures of the World

Designation – Cultural Literacy

281. ATH 209 – Cultural Growth & Change

Designation – Cultural Literacy

282. ATH 210 – Selected Topics Ethnology
Designation – Cultural Literacy

283. ATH 230 – Native Americans of Oregon
Designation – Cultural Literacy

284. ATH 231 – Native Americans of the N.W.
Designation – Cultural Literacy

285. ATH 232 – Native North Americans
Designation – Cultural Literacy

314. PHL 210 – Asian Philosophy
Designation – Cultural Literacy

330.CH 100 – Fundamentals of Chemistry
Course Revision – Des, Req, Out

331.CH 101 – Inorganic Chemistry Principles
Course Revision – Des, Out

332. CH 102 – Principles of Organic Chemistry
Course Revision – Out

333. CH 104 – General Chemistry
Course Revision – Title, Des, Out

334. CH 105 – General Chemistry
Course Revision – Title, Des, Out

335. CH 106 – General Chemistry
Course Revision – Title, Out

336. CH 110 – ChemExcel
Course Revision – Out

337. CH 221 – General Chemistry
Course Revision – title, Des, Out

338.CH 222 – General Chemistry II
Course Revision – Title, Des, Out

339. CH 223 – General Chemistry III
Course Revision – Title, Des, Out

340. CH 241 – Organic Chemistry
Course Revision – Des, Req, Out

341. CH 242 – Organic Chemistry
Course Revision – Des, Out

342. CH 243 – Organic Chemistry
Course Revision – Des, Out

343. CH 100 – Inorganic Chemistry Principles
Designation – General Education

344. CH 101 – Inorganic Chemistry Principles
Designation – General Education

345. CH 102 – Principles of Organic Chemistry
Designation – General Education

346. CH 104 – General Chemistry
Designation – General Education

347. CH 105 – General Chemistry
Designation – General Education

348. CH 106 – General Chemistry
Designation – General Education

349. CH 221 – General Chemistry
Designation – General Education

350. CH 222 – General Chemistry II
Designation – General Education

351. CH 223 – General Chemistry III
Designation – General Education

352. CH 241 – Organic Chemistry
Designation – General Education

353. CH 242 – Organic Chemistry
Designation – General Education

354. CH 243 – Organic Chemistry
Designation – General Education

New Business:

366. CH 221H – General Chemistry I: Honors
New Course

367. CH 222H – General Chemistry II: Honors
New Course

368. CH 223H – General Chemistry III: Honors
New Course

369. RET 223 – Balance of Plant
Course Revision – Title

370. SOC 204 – General Sociology: Sociology in Everyday Life
Course Revision – Title, Des, Out

371. SOC 205 – General Sociology – Social Change & Social Institutions
Course Revision – Title, Des, Out

372. SOC 206 – General Sociology – Social Problems
Course Revision – Title, Des, Out

373. SOC 211 – Peace and Conflict
Course Revision – Out

374. SOC 213 – General Sociology: Diversity in the United States
Course Revision – Title, Out

375. SOC 215 – Global Studies: Social Issues and Movements
Course Revision – Title, Des, Out

376. SOC 223 – Sociology of Aging
Course Revision – Des, Out

377. SOC 228 – Intro to Environmental Sociology
Course Revision – Des, Out

378. SOC 230 – Intro to Gerontology
Course Revision – Des, Out

379. SOC 231 – Sociology of Health and Aging
Course Revision – Des, Out

380. SOC 232 – Death & Dying: Culture & Issues
Course Revision – Out

381. SOC 204 - General Sociology: Sociology in Everyday Life
Designation – General Education

382. SOC 205 - General Sociology – Social Change & Social Institutions
Designation – General Education

383. SOC 206 - General Sociology – Social Problems
Designation – General Education

384. SOC 213 - General Sociology: Diversity in the United States
Designation – General Education

385. SOC 215 - Global Studies: Social Issues and Movements
Designation – General Education

386. SOC 218 – Sociology of Gender
Designation – General Education

387. SOC 223 - Sociology of Aging
Designation – General Education

388. SOC 228 - Intro to Environmental Sociology
Designation – General Education

389. SOC 230 - Intro to Gerontology
Designation – General Education

390. SOC 231 - Sociology of Health and Aging
Designation – General Education

391. SOC 232 - Death & Dying: Culture & Issues
Designation – General Education

392. SOC 204 - General Sociology: Sociology in Everyday Life
Designation – Cultural Literacy

393. SOC 206 - General Sociology – Social Problems
Designation – Cultural Literacy

394. SOC 211 - Peace and Conflict
Designation - Cultural Literacy

395. SOC 213 - General Sociology: Diversity in the United States
Designation – Cultural Literacy

396. SOC 214A – Illumination Project 1
Designation – Cultural Literacy

397. SOC 214B – Illumination Project 2
Designation – Cultural Literacy

398. SOC 214C – Illumination Project 3
Designation – Cultural Literacy

399. SOC 215 - Global Studies: Social Issues and Movements
Designation – Cultural Literacy

400. SOC 218 – Sociology of Gender
Designation – Cultural Literacy
401. SOC 223 - Sociology of Aging
Designation – Cultural Literacy
402. SOC 228 - Intro to Environmental Sociology
Designation – Cultural Literacy
403. SOC 230 - Intro to Gerontology
Designation – Cultural Literacy
404. SOC 231 - Sociology of Health and Aging
Designation – Cultural Literacy
405. SOC 232 - Death & Dying: Culture & Issues
Designation – Cultural Literacy
406. GEO 105 – Introduction to Human Geography
Course Revision – Out
407. GEO 106 – Geography of the Developed World
Course Revision – Out
408. GEO 107 – Geography of the Developing World
Course Revision – Out
409. GEO 204 – Geography of the Middle East
Course Revision - Out
410. GEO 206 – Geography of Oregon
Course Revision – Des, Out
411. GEO 230 – Geography of Race & Ethnic Conflicts
Course Revision – Out
412. GEO 105 – Introduction to Human Geography
Designation – Cultural Literacy
413. GEO 106 - Geography of the Developed World
Designation – Cultural Literacy
414. GEO 107 - Geography of the Developing World
Designation – Cultural Literacy
415. GEO 204 - Geography of the Middle East
Designation – Cultural Literacy

416. GEO 206 - Geography of Oregon
Designation – Cultural Literacy
417. GEO 230 - Geography of Race & Ethnic Conflicts
Designation – Cultural Literacy
418. MM 110 – Intro to Multimedia
Course Revision – Des, Out
419. MM 120 – Multimedia Design
Course Revision – Des, Out
420. MM 160 – Market Yourself as MM Professional
Course Revision – Des, Out
421. MM 220 – Multimedia Design II
Course Revision – Des, Out
422. MM 230 – Graphics for Multimedia
Course Revision – Des, Out
423. MM 231 – Vector Graphics/Animation WWW
Course Revision – Des, Out
424. MM 235 – Digital Video Edit/Production
Course Revision – Des, Out
425. MM 237 – Video Compositing and Effects
Course Revision – Des, Out
426. MM 238 – Creating Professional DVD-Video
Course Revision – Des, Out
427. MM 240 – MM Authoring II-Scripting
Course Revision – Des, Out
428. MM 241 – MM Authoring III-Scripting
Course Revision – Des, Out
429. MM 261 – Video Production II
Course Revision – Des, Req, Out
430. MM 262 – Video Production III
Course Revision – Des, Req, Out
431. MM 270 – Writing for Multimedia
Course Revision – Out

432. MM 120 – Multimedia Design

Related Instruction

433. MM 160 – Marketing Yourself as a Multimedia Professional

Related Instruction

434. MM 230 – Graphics in Multimedia

Related Instruction

435. MM 270 – Writing for Multimedia

Related Instruction

436. MUC 166 – The Music Business: Career Opportunities and Self Defense

New Course

437. TA 145 – Acting for the Camera

New Course

438. TA 250A – Technical Theatre Production

New Course

439. TA 250B – Technical Theatre Production

New Course

440. TA 250C – Technical Theatre Production

New Course

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	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	FT 106	Proposed prefix and number	
Current course title	Analysis of Movement	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Studies and analyzes human posture and movement as it applies to physical fitness and sport. Uses knowledge to design effective and safe exercise programs. Prerequisite: FT 131.	Examine human motion in physical activity and sport and the integration of anatomy and biomechanics. Explore the anatomical movements involved in a wide variety of motor and balance tasks, postural stability exercises, and overall exercise program design. Prerequisite: FT 131.

Reason for change	More current and accurate course description.

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

Current learning outcomes	New learning outcomes
▪ Develop and interpret basic terms, vocabulary, and bio-mechanical concepts within Kinesiology. ▪ Demonstrate interpretation of the synergistic relationship between the appendicular and axial skeletons, skeletal muscle, and joints. ▪ Develop, demonstrate, and implement appropriate and effective fitness programs for a diverse population. ▪ Acquire sufficient knowledge to pass the kinesiology section of the ACSM Health/Fitness Instructor Certification or equivalent.	A. Interpret and relay to others the fundamental concepts of basic kinesiology and biomechanical principles. B. Explain the synergistic relationship between the appendicular and axial skeletal systems, joints and muscles to clients. C. Analyze sports and fitness activities to determine the anatomical joint actions, the muscle contractions required, and the mechanical principles related to the execution of those specific motor skills.

Reason for change	Updated to measurable and applied (“out there”) outcome 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:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell & Moe O'Connor	tanya.littrell@pcc.edu moconnor@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	FT 107	Proposed prefix and number	
Current course title	Exercise Science I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Studies and analyzes human posture and movement as it applies to physical fitness and sport. Uses knowledge to design effective and safe exercise programs. Prerequisite: FT 131.	Investigate physiological mechanisms responsible for adaptations to acute and chronic exercise in the metabolic, endocrine, pulmonary, cardiovascular, and neuromuscular systems. Prerequisite: FT 131.
Reason for change	The current description is the one for another class (FT 106). It has been a "typo" for many years that has never been fixed.

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

Current learning outcomes	New learning outcomes
- Analyze data and information from a variety of health and fitness sources to determine relevant and valid applications for healthy populations. - Use basic terms, concepts, and facts to gain additional or more complex knowledge in related areas of Exercise Science. - Apply concepts and skills from a variety of disciplines in order to solve problems or adapt to new situations effectively and creatively in the field of Exercise Science. - Acquire sufficient knowledge and skill to pass ACSM Health/Fitness Instructor Certification or equivalent.	A. Integrate knowledge of human physiology from the cellular level to the whole exercising body and apply those key concepts when educating others about fitness and training. B. Explain the physiological mechanisms responsible for adaptations during acute exercise and after chronic exercise to clients in a succinct, clear, and effective manner. C. Explore current applications and critically evaluate unresolved issues in exercise physiology to gain additional or more complex knowledge.

Reason for change

Outcomes revised to better reflect the current course and the “out there” or beyond the course value for 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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell & Moe O'Connor	tanya.littrell@pcc.edu moconnor@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 232	Proposed prefix and number	N/A
Current course title	Seminar II	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class.		Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included.
Reason for change	Clarity.	

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	1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.
Reason for change	No outcomes developed.

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) 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
Joanne Harris	jmharris@pcc.edu	11/09/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/09/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 233	Proposed prefix and number	N/A
Current course title	Seminar III	Proposed title (60 characters max)	N/A
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
Discusses practicum experiences, review of major professional subject areas, and hear guest speakers on topics of interest to the class.		Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included.
Reason for change	Clarity.	

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	1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.
Reason for change	No outcomes developed.

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) 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
Joanne Harris	jmharris@pcc.edu	11/09/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/09/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 234	Proposed prefix and number	N/A
Current course title	Seminar IV	Proposed title (60 characters max)	N/A
Reason for title change	N/A	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Discusses challenges confronting practitioners and the presentation of new material in the field. May include field trips and guest speakers on topics of interest. Discussion of clinical practicum experiences and a general review for national certification examinations included.	Review of major professional subject areas through guest speakers and field trips. Discussion of practicum experiences and employment opportunities included.

Reason for change	Clarity and accuracy.

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	1. Use expanded knowledge of issues pertinent to patient care in the clinical setting. 2. Apply knowledge of community resources and services available for patients in ophthalmology practices. 3. Utilize knowledge of employment and career opportunities in the ophthalmic professions to secure employment.

Reason for change	No outcomes developed.

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) 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
Joanne Harris	jmharris@pcc.edu	11/09/10
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	11/09/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Biology	Submitter name	Alexie McNerthney
		Phone	977-4039
		Email	amcnerth@pcc.edu
Current prefix and number	BI 222	Proposed prefix and number	Same
Current course title	General Biology	Proposed title (60 characters max)	Same
Reason for title change	Updated for general ed requirements	Proposed transcript title (30 characters max)	BI 222

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
A. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans. B. Create a product(s) that demonstrates understanding, integration and synthesis of the fundamentals of genetics as applied to humans. C. Incorporate the fundamental constructs of human heredity into new and novel situations. D. Apply to real life situations and one's life the principles of human heredity. E. Access historical and current knowledge regarding human heredity. F. Demonstrate electronically, verbally, or in writing the fundamentals of human heredity. G. Demonstrate knowledge of the scientific method as it has been used and as it is used to generate new knowledge of human genetics.	A. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans. B. Create a product(s) that demonstrates understanding, integration and synthesis of the fundamentals of genetics as applied to humans. C. Employ the fundamental constructs of human heredity to solve problems. D. Apply to real life situations and one's life the principles of human heredity. E. Assess historical knowledge regarding human heredity, and understand how such knowledge influenced law, medicine and society. F. Demonstrate understanding of the ethical and social consequences of advancements in our scientific knowledge of human genetics. G. Demonstrate knowledge of the scientific method as it is used to generate new knowledge of human genetics.

Reason for change	Updating to reflect general ed requirements

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X ☐ No	
Implementation term	X ☐ Next available term after approval ☐ Specify term
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
Sandy Neps	sandy.neps@pcc.edu	10/26/2010
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	10/26/2010

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Alexie McNerthney	amcnerth@pcc.edu

SAC Chair	Name	E-mail Address
	Sandy Neps	Sandy.neps@pcc.edu

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

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

7. Complete the following Course Information:

Course Prefix and Number:	BI 222	Course Title:	Human Genetics

Course Credits:	3	Gen Ed Category:	Delete everything except the correct category Science

Course Description:	Lecture/discussion presentation of the fundamentals of human genetics. Includes physical basis of inheritance, the mechanics of inheritance, probability, sex chromosomal abnormalities, autosomal anomalies, gene structure and function, molecular genetics, behavioral genetics, twinning and contemporary issues in human genetics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	A. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans. B. Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity. C. Apply to real life situations and one's life the principles of human heredity. D. Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Assess historical knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.
C. Understanding of themselves and their natural and technological environments.	Apply to real life situations and one's life the principles of human heredity.
D. Ability to reason qualitatively and quantitatively.	Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity.
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.	Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

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

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

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

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

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

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

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

Science or Computer Science	
Outcomes:	
As a result of taking General Education Science or Computer Science courses, a student should be able to:	
• Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
Criteria:	
A General Education course in either Science or Computer Science should:	
1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. 2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight. 3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.	
In addition:	
4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery. 4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Understand, synthesize, and incorporate the fundamentals of the principles of genetics as applied to humans. 2. Employ the scientific method to generate new knowledge, and to solve problems, regarding human heredity. 3. Apply to real life situations and one's life the principles of human heredity. 4. Access historical and current knowledge regarding human heredity, and understand how such knowledge has influenced law, medicine and society.
*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.	
How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	Objective 1 supports criteria 1 above. Students analyze techniques, methods and models used in the field of genetics to understand both the scope and limitations of our knowledge of heredity.
How does the course enable a student to "apply scientific	Course objectives 1. and 2. meet criteria Criteria 1. and 2. above. Students use knowledge gained in class about models and theories of heredity to

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"?**	conduct pedigree analyses and solve case history problems in human heredity. Also 4a is satisfied as mathematics and scientific reasoning are employed to solve case history problems.
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"?**	Objective 4 supports criteria 3. The influence of historic and current knowledge of heredity on society are examined. Students address ethical issues that arise from both a lack of, and a knowledge of heredity.
**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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 101	Course Title:	Intro to Physical Anthropology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Presents physical anthropology and the study of human biological evolution in the context of modern genetics and primate behavior studies. Examines human fossil record, as well as the diversity and the commonality of present and past populations of humankind. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master basic concepts concepts and methods in biological anthropology in order to prepare for more advanced course work. Use an understanding of biology, genetics and fossil evidence to examine the process of human physical and cultural evolution over time. Evaluate how human beings influence the environment and are influenced by the environment in which they live.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare contemporary cultural values and behaviors with those of primate or prehistoric societies

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures change over time or because of contact with other societies or through the process of evolution. Analyze the origins of gender roles in human cultures by examining gender roles in primate societies.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze fossils and artifacts, recognize patterns in evolution, and compare the origins of different cultural institutions such as family, kinship, and politics in prehistory or primate societies.
E. Ability to conceptually organize experience and discern its meaning.	Organize artifacts or fossils and recognize evolutionary stages based upon genetic or biological theories of evolution.
F. Aesthetic and artistic values.	Examine artistic expression through an examination of cave paintings and other expressions of prehistoric art in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of prehistory and the importance of sustainability now and in the past.
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. You may delete the pages of this document that are not relevant for your request.	

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.*

Master basic concepts in biological anthropology in order to prepare for more advanced course work (addresses criteria 1, 2 and 3)
 Use an understanding of biology, genetics and fossil evidence to examine the process of physical and cultural evolution over time (addresses criteria 2 and 3)
 Evaluate how human beings influence the environment and are influenced by the environment in which they live (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze prehistory or human and primate evolution in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how social institutions such as marriage, kinship, politics and religion evolved as indicated by the archaeological record.

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

Students are asked to reflect upon the similarities between modern and prehistoric humans as well as other primates to gain greater appreciation for the process of human evolution. Students examine the origins of gender roles and social institutions such as the family, politics or kinship in order to develop a better understanding of cultural and biological evolution over time.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 102	Course Title:	Intro to archaeology and prehistory
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Introduces methods and techniques used by archaeologists to study the development of human culture. Provides a survey of world prehistory, while emphasizing the development of social complexity and the origins of agriculture that precede both new and old world civilizations. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master introductory concepts in archaeology in order to prepare for more advanced course work at the upper division level Use an understanding of archaeological methods and theories to evaluate artifacts and other data. Evaluate the impact of human beings on the environment over time and in different ecological settings.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare contemporary cultural values and behaviors with those of prehistoric societies

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures change over time or because of contact with other societies or through the process of evolution by examining material culture.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze artifacts, recognize patterns in material culture and compare different cultural systems of development
E. Ability to conceptually organize experience and discern its meaning.	Organize artifacts or archaeological periods and stages based upon archaeological theories or cultural materials.
F. Aesthetic and artistic values.	Examine artistic expression through an examination of cave paintings and other expressions of material art in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of prehistory and the importance of sustainability now and in the past.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Master introductory concepts in archaeology in order to prepare for more advanced course work at the upper division level (addresses criteria 1, 2 and 3)
Use an understanding of archaeological methods and theories to evaluate artifacts and other data (addresses criteria 2 and 3)
Evaluate the impact of human beings on the environment over time and in different ecological settings (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze prehistory or cultural problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion as indicated by the archaeological record.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views as revealed in the archaeological record. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world and compare it with societies of the past.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 103	Course Title:	Intro to cultural anthropology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines modern human cultures. Analyzes a variety of ethnographic examples from various world societies to understand the diverse aspects of language, technology, economy, social structure, governance, religion, world views and expressive aspects of life. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master introductory concepts in cultural anthropology in order to prepare for more advance course work Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

Compare American cultural values and behaviors with those of other societies

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures change over time or because of contact with other societies Compare gender roles in American culture with those in other societies
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze kinship diagrams, identify norms and sanctions, or compare cultural values and behaviors and other activities
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Master introductory concepts in cultural anthropology in order to prepare for more advanced course work (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 3, 4 and 5)
 Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 207	Course Title:	Culture concepts
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines different schools of anthropological thought and the concept of culture from a historical perspective. Emphasis placed upon the importance of culture in explaining similarities and differences in our evolving world system. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master more advanced concepts in cultural anthropology. Trace the history and development of anthropological thought and theory. Critically analyze the roles ideology, social organization and technology and economics play in cultural development and change at the local or global level. Reflect on how culture shapes personal and social values at the local and global level..		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

Compare American cultural values and behaviors with those of other societies.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how the concept of culture has changed over time within the discipline of anthropology as well as how fieldwork methods have expanded over time. The course also focuses on how cultures change over time or because of contact with other societies. Issues such as colonialism, cultural intolerance and ethnographic bias are also discussed.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to compare different theoretical models, analyze kinship diagrams, identify different norms and sanctions, or compare cultural values and behaviors.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.
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. You may delete the pages of this document that are not relevant for your request.	

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.*

Trace the history and development of anthropological thought and theory (addresses criteria 1, 2 and 3)
Critically analyze the roles ideology, social organization, technology and economics play in cultural development and change at the local and global level (addresses criteria 3, 4 and 5)
Reflect on how culture shapes personal and social values at the local and global level (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 208	Course Title:	Cultures of the world
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	.Introduces ethnographic descriptions of a representative sample of the cultural variations among contemporary peoples. Compares various subsistence systems and levels of socio-political integration. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Identify important cultural features of different societies cross-culturally. Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies
B. Appreciation of history both from a global perspective and from a	Understand how cultures or attitudes about gender, race or other issues change over time. Issues such as acculturation, colonialism, cultural intolerance and ethnographic bias are discussed.

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.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze cultures according to theoretical models or their own fieldwork experiences.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Identify important cultural features of different societies cross culturally (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 4 and 5)
 Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion. In depth ethnographies and ethnographic films are examined.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 209	Course Title:	Culture Growth & Change
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines process of cultural growth and change, the development of contemporary anthropological theory and the rapidly growing fields within applied anthropology. Ethnographic techniques presented so students may use them to examine the changing culture of our complex society. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master more advanced concepts in anthropology related to culture change. Reflect on how personal and social values are shaped by culture at the local and global level. Examine the role acculturation plays in creating culture change.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

Compare American cultural values and behaviors with those of other societies and how they have changed over time.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures or attitudes about gender, race or other issues change over time due to contact with other societies. Issues such as acculturation, colonialism, cultural intolerance and ethnographic bias are discussed.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development over time. This course also analyzes how the introduction of new technologies into native cultures has led to environmental pollution and other problems.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze how culture change influences other cultures or their own experiences.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures and how these cultural aspects may change due to culture contact.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Identify important cultural features of different societies cross culturally (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 4 and 5)
 Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion. In depth ethnographies and ethnographic films are examined.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 210	Course Title:	Selected Topics Ethnology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Introduces life styles and interactions with their environments of peoples in a selected part of the world. Uses ethnographic and other information for concentrated study of the cultural diversity and environmental adaptations of those peoples. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Critically analyze the culture of different societies in a specific ethnographic area. Reflect on how personal and social values are shaped by culture at the local and global level. Use an understanding of cross-cultural research and methods to examine the features of different cultures.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of other societies in a specific ethnographic area.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how cultures or attitudes about gender, race or other issues change over time due to contact with other societies. Issues such as acculturation, colonialism, cultural intolerance and ethnographic bias are discussed in the context of research within a specific ethnographic region.
C. Understanding of themselves and their natural and technological environments.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development over time in a specific ethnographic region.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze the cultures of a specific ethnographic region.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different cultures of a specific ethnographic region.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Critically analyze the culture of different societies in a specific ethnographic area (addresses criteria 1, 2 and 3)
 Reflect on how personal and social values are shaped by culture (addresses criteria 4 and 5)
 Uses an understanding of cross-cultural research and methods to examine the features of different cultures (addresses 1, 2 and 3)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion. In depth ethnographies and ethnographic films are examined of a specific ethnographic region.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world. Students will also examine the role of ethnographic bias in fieldwork and other research settings and the cultures of a specific ethnographic region.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 214	Course Title:	Human Environments: ecological aspects
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Examines ecological relationships between human societies and their natural environments. Clarifies the human's biological relatedness to the worlds' natural ecosystems and then presents a look at the ensuing disruptions in nature and in human cultures. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Master basic concepts in cultural ecology Identify the impact of the environment on human cultural systems.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of indigenous societies
B. Appreciation of history both from a global perspective and from a	Understand how cultures change over time or because of contact with other societies or through the process of evolution.

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.	Examine cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze the interface between culture and the environment, recognize patterns in cultural adaptation, and compare the impact of the environment on different cultural institutions such as family, kinship, and politics.
E. Ability to conceptually organize experience and discern its meaning.	Analyze how environmental conditions influence the development of specific cultural traditions or practices.
F. Aesthetic and artistic values.	Examine artistic expression in different cultures
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural ecology and the importance of sustainability now and in the past.
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. You may delete the pages of this document that are not relevant for your request.	

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.*

Examine basic concepts in cultural ecology (addresses criteria 1, 2 and 3)
Identify the impact of the environment on human cultural systems (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural ecology and adaptation in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how social institutions such as marriage, kinship, politics and religion are influenced by the environment.

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

Students are asked to reflect upon the similarities between different forms of cultural adaptation. Students examine the origins of gender roles and social institutions such as the family, politics or kinship in order to develop a better understanding of cultural ecology and adaptation over time.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 230	Course Title:	Native North Americans of the Northwest
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Presents the history of anthropological research and the prehistory, languages and culture areas of Oregon's native peoples. Individual native groups are studied to better depict the life ways of Oregon's major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Examine the prehistory of Native Americans in Oregon. Identify Native American language and cultures native to Oregon. Analyze the current social conditions of Native Americans in Oregon		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies in Oregon
B. Appreciation of history both from a global perspective and from a personal perspective,	Understand how Native American cultures in Oregon changed over time or because of contact with other Europeans. Compare gender roles in Native American cultures in Oregon with those in

including an awareness of the role played by gender and by various cultures.	other societies.
C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies in Oregon as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life in Oregon.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American cultures in Oregon.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures in Oregon.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans in Oregon.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Examine the prehistory of Native Americans in Oregon. (addresses criteria 1, 2 and 3)
 Identify Native American language and cultures native to Oregon.(addresses criteria 1, 2 and 3)
 Analyze the current social conditions of Native Americans in Oregon (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals in Oregon are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world relating to Native American experience in Oregon.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 231	Course Title:	Native North Americans of the Northwest
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	An in-depth survey of the native peoples of Oregon, Washington, Alaska and Southwest Canada. Individual native groups are studied to depict cultural variation within the region. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Examine the prehistory of Native Americans in the Pacific Northwest. Identify Native American language and cultures in the Northwest region.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies in the Pacific Northwest
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	Understand how Native American cultures in the Pacific Northwest changed over time or because of contact with other Europeans. Compare gender roles in Native American cultures in the Pacific Northwest with those in other societies.

and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies in the Pacific Northwest as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life in the Pacific Northwest.
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American cultures of the Pacific Northwest.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures in the Pacific Northwest.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans in the Pacific Northwest.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Examine the cultural history of Native Americans in the Pacific Northwest. (addresses criteria 1, 2 and 3)
Identify Native American language and cultures native to the Northwest region.(addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals in the Pacific Northwest are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world relating to Native American experience in the Pacific Northwest.

****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.

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
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 232	Course Title:	Native North Americans
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Surveys anthropology and the distribution of the native North American peoples. Presents history of anthropological research and the prehistory, languages and culture areas of native North America. Specific native groups will be surveyed to better depict the life ways of the major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	Examine the prehistory of Native Americans throughout North America. Identify the languages and cultures of Native Americans found in various ethnographic regions of North America.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies.
B. Appreciation of history both from a global perspective and from a	Understand how Native American cultures changed over time or because of contact with other Europeans.

personal perspective, including an awareness of the role played by gender and by various cultures.	Compare gender roles in Native American cultures with those in other societies.
C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development.
D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life..
E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American culture.
F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures.
G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Examines the prehistory of Native Americans throughout North America (addresses criteria 1, 2 and 3)
Identify the languages and cultures of Native Americans found in various ethnographic regions of North America (addresses criteria 4 and 5)

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

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

Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

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

Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world relating to Native American experience

****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:	ANT 103	Course Title:	Intro to cultural anthropology

Course Description:	Examines modern human cultures. Analyzes a variety of ethnographic examples from various world societies to understand the diverse aspects of language, technology, economy, social structure, governance, religion, world views and expressive aspects of life. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Master basic concepts in cultural anthropology in order to prepare for more advanced work Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Master basic concepts in cultural anthropology in order to prepare for more advanced work (criteria 1 and 2) Reflect on how personal and social values are shaped by culture (criteria 1 and 2) Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (criteria A)

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.	Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of other cultures. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 208	Course Title:	Cultures of the World

Course Description:	Introduces ethnographic descriptions of a representative sample of the cultural variations among contemporary peoples. Compares various subsistence systems and levels of socio-political integration. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Identify important cultural features of different societies cross-culturally Reflect on how personal and social values are shaped by culture Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Identify important cultural features of different societies cross-culturally (criteria 1 and 2) Reflect on how personal and social values are shaped by culture (criteria 1 and 2) Examine the role ethnocentrism plays in promoting cultural misunderstanding and intolerance at the local and global level (criteria A)

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

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course emphasizes a cross-cultural approach to examining cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 209	Course Title:	Cultural Growth & Change

Course Description:	Examines processes of cultural growth and change, the development of contemporary anthropological theory and the rapidly growing fields within applied anthropology. Ethnographic techniques presented so students may use them to examine the changing culture of our complex society. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Master more advanced concepts in anthropology related to culture change Reflect on how personal and social values are shaped by culture at the local and global level Examine the role acculturation plays in creating cultural change.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Master more advanced concepts in anthropology related to culture change (criteria 1 and 2) Reflect on how personal and social values are shaped by culture at the local and global level (criteria 1 and 2) Examine the role acculturation plays in creating cultural change (criteria A)

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

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course examines the process of acculturation and how cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions change over time or as a result of contact with other cultures. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies or how colonialism and assimilation policies have impacted indigenous peoples. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics, and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

Save this document as the course prefix and number.
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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:	ANT 210	Course Title:	Selected Topics Ethnology

Course Description:	Introduces life styles and interactions with their environments of peoples in a selected part of the world. Uses ethnographic and other information for concentrated study of the cultural diversity and environmental adaptations of those peoples. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Critically analyze the culture of different societies in a specific ethnographic area. Reflect on how culture shapes personal and social values at the local and global level Use an understanding of cross-cultural research and methods to examine the features of different societies.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Reflect on how culture shapes personal and social values at the local and global level (criteria 1 and A) Critically analyze the culture of different societies in a specific ethnographic region (criteria 1,.)

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.	Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of other societies in a specific ethnographic region. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

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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:	ANT 230	Course Title:	Native Americans of Oregon

Course Description:	Presents the history of anthropological research and prehistory, languages and culture areas of Oregon's native peoples. Individual native groups are studied to better depict the life ways of Oregon's major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Examine the prehistory of Native Americans in Oregon. Identify the languages and cultures of Native Americans in Oregon.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Examine the prehistory of Native Americans in Oregon(criteria 1 and 2) Identify the languages and cultures of Native Americans found in Oregon (criteria 1 and 2 and A.)

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	Students compare mainstream American cultural values, practices and

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.	beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of Native American cultures in Oregon. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
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SAC Admin Liaison	Name	E-mail Address
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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:	ANT 231	Course Title:	Native Americans of the N.W.

Course Description:	An in-depth survey of the native peoples of Oregon, Washington, Alaska, and Southwest Canada. Individual native groups are studied to depict cultural variation within the region. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Examine the prehistory of Native Americans throughout in the Pacific Northwest Identify the languages and cultures of Native Americans found in the Northwest region.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Examine the prehistory of Native Americans in the Pacific Northwest(criteria 1 and 2) Identify the languages and cultures of Native Americans found in the Northwest region (criteria 1 and 2 and A.)

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.	Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of Native American cultures in the Pacific Northwest. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	ANT 232	Course Title:	Native North Americans

Course Description:	Surveys anthropology and distribution of the Native North American peoples. Presents history of anthropological research and the prehistory, languages and culture areas of native North America. Specific native groups will be surveyed to better depict the life ways of the major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.

Course Outcomes:	Examine the prehistory of Native Americans throughout North America. Identify the languages and cultures of Native Americans found in various ethnographic regions of North America.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Examine the prehistory of Native Americans throughout North America (criteria 1 and 2) Identify the languages and cultures of Native Americans found in various ethnographic regions of North America (criteria 1 and 2 and A.)

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.	Students compare mainstream American cultural values, practices and beliefs regarding gender, race, marriage, sexual orientation, politics and other social practices or institutions with those of Native American cultures. As part of this process, students investigate how ethnocentrism and cultural bias lends itself to the development of systems of discrimination and prejudice in various societies. Students are also encouraged to examine their own belief systems in light of class readings and discussions about these topics and then reflect upon how their own personal and social values to gain a greater appreciation for cultural diversity.

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

Person Submitting This Request	Name	E-mail Address
	Mary Courtis	mcourtis@pcc.edu

SAC Chair	Name	E-mail Address
	same	

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	PHL 210	Course Title:	Intro to Asian Philosophy

Course Description:	Introduces the non-dualistic philosophies of India, China, Japan, and South East Asia, which offer a complementary approach to Western traditions in logic, ethics, epistemology, and metaphysics. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	- Recognize and identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought - Identify and explain foreign terms and concepts in each tradition - Recognize and reflect on cultural influences that have shaped their own intellectual perspectives, concepts, and values - Recognize and reflect on cultural perspectives which differ from their own

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	- Recognize and identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought - Identify and explain foreign terms and concepts in each tradition - Recognize and reflect on cultural influences that have shaped their own intellectual perspectives, concepts, and values - Recognize and reflect on cultural perspectives which differ from their own

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.	Introduction to Asian Philosophy was designed to facilitate students' understandings of worldviews outside the tradition of Western Philosophy and culture. Therefore, the intent of the course and its explicit outcomes mesh well with the state-wide Cultural Literacy criteria. As stated in the PHL 210 CCOG, the outcomes for the course include identifying and analyzing complex terms and concepts from Hindu, Buddhist, Taoist, and Confucian philosophies. By exploring ideas outside of traditionally conceived western culture and philosophy students are able to recognize and reflect on cultural influences that have shaped their own perspectives and values. Studying the development of Asian Philosophy in these traditions, each inclusive of many historical schools, and gaining mastery of concepts and vocabulary foreign to western philosophy, gives students an awareness of the evolution of thoughts and cultures that will broaden their own intellectual horizons. As students become more proficient in understanding cultural contexts outside their own, the engaged critique of dominant worldview paradigms is more readily accomplished.

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

Person Submitting This Request	Name	E-mail Address
	John Farnum	Jfarnum@pcc.edu

SAC Chair	Name	E-mail Address
	Mike Warwick	mwarwick@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH100	Proposed prefix and number	
Current course title	Fundamentals for Chemistry	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 selected basic chemical principles and computational problems found in first-year, 100-level chemistry courses. For students who have no chemical background and those with minimal problem solving skills. Recommended: Algebra I and II, or equivalent. Students who have completed or are concurrently enrolled in MTH 95 should consider enrolling in CH 104. Prerequisite: WR 115, RD 115 and MTH 20	Introduces chemical principles and computational problems found in first-year, 100-level chemistry courses. For students who have no chemical background and those with minimal problem solving skills. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Recommended: Students who have completed or are concurrently enrolled in MTH 95 should consider enrolling in CH 104.

or equivalent placement test scores.

Addendum to Course Description

Chemistry 100 is a one term introductory chemistry class for students who are interested in the subject or need it for their degree. It also helps to prepare the student for successful entry to general college chemistry courses. The lecture portion of the course meets three hours per week and presents basic chemical principles, computations and selected topics of interest relating chemistry to the modern world. The laboratory period meets three hours per week and provides the student with an opportunity to have a hands-on experience of concepts presented in class as well as introduces them to simple laboratory techniques. The course is transferable as general science credit.

Lab B Notes: The lab for this course has been approved as "Lab B". This means that Faculty effort in preparation and evaluation generally occurs outside of scheduled class hours. Class format is a combination of Faculty lectures and demonstrations, guided student interactions and supervised student application of lectures. Students produce written work such as lab notebooks, reports, and responses in writing to assigned questions, and the Instructor is expected to comment on and grade this written work outside of schedule class hours. This evaluation will take place on a regular basis throughout the term.

Reason
for change

Meet State Gen. Ed. Requirement

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

Current learning outcomes		New learning outcomes		
After completion of this course, students will • have an increased curiosity and appreciation of the surrounding world. • be able to apply a systematic, logical approach to solve a problem. • have an increased awareness of the chemistry behind natural and technological phenomena observed in everyday life. • have an increased capacity to think critically, both qualitatively and quantitatively. • have strengthened mathematical skills due to the application of mathematics in chemistry. • have the ability to communicate experimental procedures and results clearly and effectively through a written lab report. • have an appreciation for the historical advancement of chemistry, and its relation to other disciplines. • be prepared for future studies in chemistry or related fields.		After successful completion of this course, students will be able to: • Solve problems in a logical manner with the scientific method including gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. • Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development and application to the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. • Use basic chemical concepts in future science courses.		
Reason for change	Meet State Gen. Ed. Requirement			
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	
	☐ Prerequisite	☐ Corequisite	☒ pre/con	
Proposed prerequisites, corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and MTH 65 or equivalent placement test scores				
☒ Placement into: .				
prefix & number: WR115, RD115, MTH65	☒ 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
Patty Maazouz	patty.maazouz@pcc.edu	09/15/2010
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	Chemistry	Submitter name	Jim Schneider
		Phone	4618
		Email	jschneid@pcc.edu
Current prefix and number	CH 101	Proposed prefix and number	
Current course title	Inorganic Chemistry Principles	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
Survey of inorganic chemistry with emphasis on solution chemistry. Designed for Allied Health students. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Addendum to Course Description The student will receive five credits for three	Introduces basic inorganic chemistry with an emphasis on solution chemistry. Fulfills a basic chemistry requirement for programs such as engineering technology, allied health, and others. Prerequisites: WR 115, RD 115, and MTH 65 or equivalent placement test scores. Recommended: one year of high school chemistry.

hours of lecture and one recitation in the classroom each week and three hours of laboratory experience each week. The student must supply his own textbook, protective eyewear and laboratory manual and problems manual if required by the instructor. Inorganic Chemistry Principles is a transferable course. It is designed to meet the needs of the medical technology student in general. This course helps the student to develop an understanding of chemical principles and the applications of such principles to the Health Science field. It fulfills the chemistry requirement for the Medical Laboratory Technician at Portland Community College.	
Reason for change	Meet State Gen. Ed. Requirement

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	After completion of this course, students will be able to: • apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to subsequent courses in chemistry, biology, physics, geology, engineering, technology, allied health and various other related disciplines that depend upon these principles for successful comprehension. • apply essential chemical concepts and math skills toward successful completion of future science and applied science and engineering courses. • solve problems in a logical manner using the scientific method, including asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing.

	- work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. - critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Reason for change	Meet State Gen. Ed. Requirement

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

☒ There are no prerequisite Chemistry courses for Chemistry 101. However, a student adequately prepared for Chemistry 101 should have successfully completed high school chemistry and high school algebra.

☐ 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: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number: High School Chemistry	☒ 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) Winter 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Ted Picciotto
		Phone	503-977-8290
		Email	ted.picciotto@pcc.edu
Current prefix and number	CH 102	Proposed prefix and number	Same
Current course title	Principles of Organic Chemistry	Proposed title (60 characters max)	Same
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 basic organic and biochemistry. Designed for Allied Health students. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Introduces organic chemistry and biochemistry principles. Emphasizes organic and biochemistry required for application to dental hygiene programs. Includes general principles of organic chemistry; alcohols, aldehydes, ketones, carboxylic acid. Covers structure and function of classes of biomolecules; carbohydrates, lipids, proteins, and DNA. Prerequisites: WR 115, RD 115 and MTH 65 or equivalent placement test scores, and CH 100 or CH 104 or instructor approval.

Reason for change	Meet State Gen Ed Requirements and better prepare students for success in CH102.

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

Current learning outcomes	New learning outcomes
a. assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. b. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. c. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating factors such as limitations arising from uncertainty in measurement, and methodology . d. demonstrate strengthened mathematical skills in chemical contexts. e. communicate experimental procedures and results clearly and effectively through a written lab report. f. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. g. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. h. evaluate the cultural and historical impact of chemical discoveries,	After successful completion of this course, students will be able to: A. apply qualitative and quantitative reasoning skills to solve problems in everyday life B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. C. collaborate effectively to critically analyze organic and biochemical concepts D. apply fundamental terminology necessary to relate organic principles to real-world applications. E. use an awareness of the scientific process and be able to approach problems using the scientific method F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.

restate the findings of prominent researchers, recognizing gender and ethnic backgrounds. i. evaluate his/her own abilities and skills in chemistry, formulating a strategy to increase lifelong learning.. j. prepare for future study in the allied health fields and classes in related disciplines.			
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores.			
☐ Placement into: .			
prefix & number: CH 100 or CH 104 or instructor approval	☒ 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	The course is a prerequisite for the Dental Hygiene program for PCC. Patty Maazouz and Ted Picciotto of the Chemistry Department attended a Dental Hygiene department meeting led by the Department Chair Suzette Beach. The Dental Hygiene department gave their support to the prerequisite change of adding "Prerequisite: CH 100 or CH 104 or instructor approval."
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
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@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	Chemistry	Submitter name	Kathy Carrigan
		Phone	503-978-5374
		Email	kcarriga@pcc.edu
Current prefix and number	CH 104	Proposed prefix and number	same
Current course title	General Chemistry	Proposed title (60 characters max)	Allied Health Chemistry I
Reason for title change	We have 6 courses with the same name. We would like to be more specific.	Proposed transcript title (30 characters max)	Allied Health Chemistry I

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

Current Description	Proposed Description
Includes general principles of chemistry, including atomic structure, mole concept, chemical reactions, stoichiometry, and gas laws. Designed for students in a health science curriculum leading to a Baccalaureate degree or liberal arts students who need a laboratory science elective. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/Concurrent: MTH 95	Includes general principles of chemistry; atomic structure, mole concept, chemical reactions, stoichiometry, and gas laws. This is the first course of a three course sequence. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for a laboratory science elective. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/Concurrent: MTH 95.

Reason for change	Designed for students in a health science program, e.g. nursing, Medical Laboratory Technician, Vet tech, or for liberal arts students who need a laboratory science elective. Meet State Gen Ed Requirements.

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

Current learning outcomes	New learning outcomes
a. assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. b. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. c. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating factors such as limitations arising from uncertainty in measurement, and methodology . d. demonstrate strengthened mathematical skills in chemical contexts. e. communicate experimental procedures and results clearly and effectively through a written lab report. f. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. g. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. h. evaluate the cultural and historical impact of chemical discoveries,	• Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.

restate the findings of prominent researchers, recognizing gender and ethnic backgrounds. i. evaluate his/her own abilities and skills in chemistry, fomulating a strategy to increase lifelong learning.. j. prepare for future study in the allied health fields and classes in related disciplines.			
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: Math 65	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Math 95	☐ 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
Patty Maazouz	patty.maazouz@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
 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	Chemistry	Submitter name	Kathy Carrigan
		Phone	503-978-5374
		Email	kcarriga@pcc.edu
Current prefix and number	CH 105	Proposed prefix and number	same
Current course title	General Chemistry	Proposed title (60 characters max)	Allied Health Chemistry II
Reason for title change	We have 6 courses with the same name. We would like to be more specific.	Proposed transcript title (30 characters max)	Allied Health Chemistry II

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
Includes stoichiometry, gases, oxidation-reduction, acid-base concepts, equilibrium, physical and chemical properties of solutions, and nuclear chemistry. Prerequisite: CH 104 and its prerequisite requirements.	Includes stoichiometry, gases, oxidation-reduction, acid-base concepts, equilibrium, physical and chemical properties of solutions, nuclear chemistry, and organic hydrocarbons. Prerequisite: CH 104 and its prerequisite requirements.
Reason for change	To better reflect content (addition of organic chemistry component)

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

Current learning outcomes	New learning outcomes
A. assess the impact of chemical theory on phenomena encountered in everyday life,. B. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. C. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating limitations arising from uncertainty in measurement, and methodology . D. demonstrate strengthened mathematical skills in chemical contexts. E. communicate experimental procedures and results clearly and effectively through written work. F. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. G. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. H. evaluate the cultural and historical impact of chemical discoveries, restate the findings of prominent researchers, recognize gender and ethnic backgrounds. I. evaluate his/her own abilities and skills in chemistry, fomulating a strategy to increase lifelong learning. J. prepare for future study in the allied health fields and classes in related disciplines.	• Assess the impact of physical and organic chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: Math 65	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number: Math 95	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☐ yes
x ☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
x ☐ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Patty Maazouz	patty.maazouz@pcc.edu	
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the 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	Chemistry	Submitter name	Kathy Carrigan
		Phone	503-978-5374
		Email	kcarriga@pcc.edu
Current prefix and number	CH 106	Proposed prefix and number	same
Current course title	General Chemistry	Proposed title (60 characters max)	Allied Health Chemistry III
Reason for title change	We have 6 courses with the same name. We would like to be more specific.	Proposed transcript title (30 characters max)	Allied Health Chemistry III

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
Includes fundamental principles of organic chemistry and biochemical processes. Prerequisite: CH 105 and its prerequisite requirements.	Includes fundamental principles of organic chemistry and biochemical processes. This is the third course of a three course sequence. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for a laboratory science elective. Prerequisite: CH 105 and its prerequisite requirements.

Reason for change	Meet State Gen Ed Requirements

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

Current learning outcomes	New learning outcomes
1. assess the impact of chemical theory on phenomena encountered in everyday life,. 2. formulate mathematical and chemical approaches to solve specific problems such as those presented in the homework and on tests, and to reason qualitatively as well as quantitatively. 3. apply critical thinking skills to situations in the real world involving chemical knowledge, evaluating limitations arising from uncertainty in measurement, and methodology . 4. demonstrate strengthened mathematical skills in chemical contexts. 5. communicate experimental procedures and results clearly and effectively through written work. 6. apply the principles of laboratory safety in chemical experiments, using material safety data sheets to report knowledge of specific chemical hazards. 7. collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare the standard report form. 8. evaluate the cultural and historical impact of chemical discoveries, restate the findings of prominent researchers, recognize gender and ethnic backgrounds. 9. evaluate his/her own abilities and skills in chemistry, fomulating a strategy to increase lifelong learning. 10. prepare for future study in the allied health fields and classes in related	• Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.

disciplines.			
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: Math 65	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Math 95	☐ 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			

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	Chemistry	Submitter name	Jim Schneider
		Phone	4618
		Email	jschneid@pcc.edu
Current prefix and number	CH 110	Proposed prefix and number	
Current course title	ChemExcel	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
One-credit optional workshop class taken concurrently with the CH 221, 222, 223 sequence. Provides the opportunity to enhance understanding of general chemistry topics through structured collaborative, active-learning activities (often under the direction of a peer leader), correlated with current lecture topics. NOT an open study/homework session. Concurrent registration with CH 221, 222,	Optional peer-led problem-solving sessions designed to promote the success of students in CH 221, 222, 223 general chemistry sequence. Corequisite: corresponding lecture course CH 221, 222, 223. Pass/no pass only.

or 223 required.	
Reason for change	Update/change course outcomes.

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

Current learning outcomes	New learning outcomes
After completion of this course, students will have developed A. enhanced critical thinking skills. B. enhanced collaborative working skills. C. improved visualization, communication, and writing skills. D. improved performance on course learning outcome assessments.	After completion of this course, students will be able to: • apply the fundamental principles of the topics covered in concurrent general chemistry courses to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of topics covered in concurrent general chemistry courses to their understanding of themselves and their natural and technological environments. • use enhanced critical thinking skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written, visualization, and communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and

		chemical concepts on themselves and their environment.	
Reason for change	Update outcomes to be consistent with other chemistry 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test sc			
☒ Placement into: .			
prefix & number: Concurrent CH 221, 222, 223 as appropriate	☐ 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: Concurrent CH 221, 222, 223 as appropriate	☐ 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			

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	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH221	Proposed prefix and number	CH221
Current course title	General Chemistry	Proposed title (60 characters max)	General Chemistry I
Reason for title change	6 courses had the same title	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduction to chemistry covering measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Successful completion of high school or college	Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. This is the first course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Recommended: Successful completion of high school or a college chemistry class with a lab component in the last 3 years. Prerequisite: WR 115

chemistry class with a lab component (e.g. CH 100) in the last 5 years required. Students who have not taken high school chemistry within the last 5 years are STRONGLY encouraged to take CH 100 before CH 221. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111B or MTH 111C.	and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111.
Reason for change	Meet state gen ed requirements.

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

Current learning outcomes	New learning outcomes
After completion of this course, students will: • develop an understanding of the basic concepts of atomic structure and bonding; • have an appreciation for the historical advancement of chemistry, and its relation to other disciplines; • have an increased curiosity and appreciation of the surrounding world; • develop knowledge of basic laws of nature and chemical terms; • have strengthened mathematical skills due to the application of mathematics in chemistry; • develop an awareness of the scientific process and an understanding of the way scientists work; • have an increased appreciation for the integration of chemistry into the global society; • enhance their written and verbal communication skills; • have an increased capacity to think critically both qualitatively and quantitatively; and, • be prepared for future studies in chemistry or related fields.	After successful completion of this course, students will be able to: • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.

		critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.	
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: Mth 111B	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: Mth 111C	☐ 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: Mth 111B	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: Mth 111C	☐ 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
Patty Maazouz	patty.maazouz@pcc.edu	12/10/2010
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/10/2010

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	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH222	Proposed prefix and number	CH222
Current course title	General Chemistry	Proposed title (60 characters max)	General Chemistry II
Reason for title change	Change in outcomes	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Topics include: stoichiometry; chemical reactions and equations; thermochemistry; physical states of matter including properties of gases, liquids, solids and solutions; and, an introduction to organic chemistry. Special topics will be included as time and interest allows. Prerequisites: Successful completion of CH 221 and its prerequisite requirements.	Introduces stoichiometry; chemical reactions and equations; thermo chemistry; physical states of matter including properties of gases, liquids, solids and solutions; an introduction to organic chemistry; and chemical kinetics. This is the second course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Prerequisite: CH221.

Chemistry 222 is the second of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
After completion of this course, students will: - apply concepts of atomic and molecular structure to interpret chemical and physical phenomena; - have an appreciation for the historical advancement of chemistry, and its relation to other disciplines; - have an increased curiosity and appreciation of the surrounding world; - develop knowledge of basic laws of nature and chemical terms; - have strengthened mathematical skills due to the application of mathematics in chemistry; - develop an awareness of the scientific process and an understanding of the way scientists work; - have an increased appreciation for the integration of chemistry into the global	After successful completion of this course, students will be able to: • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments.

society; enhance their written and verbal communication skills; have an increased capacity to think critically both qualitatively and quantitatively; and, be prepared for future studies in chemistry or related fields.	• use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Reason
for
change

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: CH221

☒ 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: CH221

☒ 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
Patty Maazouz	patty.maazouz@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Karen Radakovich
		Phone	7628
		Email	kradakov@pcc.edu
Current prefix and number	CH223	Proposed prefix and number	CH223
Current course title	General Chemistry	Proposed title (60 characters max)	General Chemistry III
Reason for title change	Change in outcomes	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Topics include: chemical kinetics and ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. Prerequisites: CH 222 and its prerequisite requirements. Special topics will be included as time and interest allows. Special topics may include:	Introduces acid-base chemistry, ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. This is the third course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Prerequisite: CH222.

acid rain, bioenergetics industrial processes, kinetics of cellular metabolism, alternative fuels and the use of elements in nature and industry. Recommended for chemistry and other natural science majors, pre-professional majors in engineering, medicine and dentistry. Chemistry 223 is the third of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, recitation and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The recitation time is for practicing problem solving in small group settings allowing for greater student-student as well as student-teacher contact and encouraging individual and team development. The laboratory reinforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
After completion of this course, students will: A. further develop and apply basic chemical concepts in industrial and research settings; B. have an appreciation for the historical advancement of chemistry, and its relation to other disciplines; C. have an increased curiosity and appreciation of the surrounding world;	After successful completion of this course, students will be able to: • apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of chemical

D. develop knowledge of basic laws of nature and chemical terms; E. have strengthened mathematical skills due to the application of mathematics in chemistry; F. develop an awareness of the scientific process and an understanding of the way scientists work; G. have an increased appreciation for the integration of chemistry into the global society; H. enhance their written and verbal communication skills; I. have an increased capacity to think critically both qualitatively and quantitatively; and, J. be prepared for future studies in chemistry or related fields.	equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to the evaluation of information obtained in everyday life in order to make evidence-based decisions. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

Reason
for
change

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number: CH222

☒ 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: CH222	☒ 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
Patty Maazouz	patty.maazouz@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Patty Maazouz
		Phone	971-722-8209
		Email	patty.maazouz@pcc.edu
Current prefix and number	CH 241	Proposed prefix and number	same
Current course title	Organic Chemistry	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
Includes fundamentals of organic chemistry, bonding, hydrocarbons, alkyl halides, alcohols, nucleophilic and radical reactions, stereochemistry and spectroscopy. Recommended for chemistry and other laboratory science majors, and pre-professional students (medical, dental, pharmacy, physical therapy, veterinary, chiropractic, etc.) Recommended: CH 106, CH 223 or equivalent. Prerequisite: WR	Introduces functional groups, nomenclature, structure and chemistry of alkanes, alkenes, and alkynes, conjugation in alkenes, concerted reactions (Diels Alder), IR Spectroscopy, stereochemistry, reaction mechanisms and special topics as time and interest permits. This is the first course in a three course sequence. Recommended for chemistry and other laboratory science majors, and pre-professional students in medicine, dentistry, pharmacy, physical therapy, veterinary and chiropractic medicine, etc.

115, RD 115 and MTH 20 or equivalent placement test scores.	Recommended: Successful completion of a year-long college general chemistry class in the last 3 years. Prerequisite: (CH221, 222, 223) or (CH104, 105, 106). Addendum: An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.
Reason for change	The current description includes some topics covered in CH242 and other topics that are omitted. In addition, the current description suggests that CH106 or CH223 are recommended courses. However, successful students in CH241 must complete a full year of General Chemistry as a prerequisite.

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

Current learning outcomes	New learning outcomes
After completion of this course, students will • Develop a basic knowledge of the bonding, reactivity, and function of organic functional groups as outlined in the course description. • Have an appreciation for the historical advancement of chemistry, and its relationship to other disciplines • Apply the same chemical principles when confronted with similar situations in the real world taking into account factors such as reasonable approximation and limitation due to simplified molecular models. • Enhance their written and verbal communication skills • Be prepared for future studies in a field of science and related disciplines. • Apply critical thinking skills to situations in the real world involving chemical knowledge. • Collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare a report in form of a science paper. • Be able to evaluate his/her own abilities and skills in chemistry, formulating strategy to increase lifelong learning.	• Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Use knowledge of the organic chemistry language, concepts, and mechanisms to reason effectively qualitatively and quantitatively. • Use sustainability ideas and tools to identify and assist green chemistry innovation. • Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, which includes the ability to locate reliable peer-reviewed sources of information in organic chemistry. • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and

Read, understand, and analyze scientific articles relating to organic chemistry.		generate further inquiry using the scientific method.	
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CH106, CH223, or equivalent	☒ 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: One year of a general chemistry sequence, (CH221, 222, 223) or (CH104, 105, 106) or equivalent	☒ 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
Patty Maazouz	patty.maazouz@pcc.edu	12/10/10
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Chemistry	Submitter name	Patty Maazouz
		Phone	971-722-8209
		Email	patty.maazouz@pcc.edu
Current prefix and number	CH 242	Proposed prefix and number	
Current course title	Organic Chemistry	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
Includes conjugation, aromaticity, arene chemistry, aldehydes, ketones and spectroscopy. Prerequisite: CH 241 and its prerequisite requirements.	Introduces radical reactions; substitution and elimination reaction mechanisms; structure and chemistry of alcohols, ethers, epoxides and their sulfur analogues; introduction to organometallic compounds; arenes and aromaticity; structure and chemistry of aromatic compounds; NMR, UV-VIS and Mass Spectroscopy; special topics are included as time and interest permits. This is the second course in a three course sequence. Recommended for chemistry and other laboratory science majors, and pre-professional

	students in medicine, dentistry, pharmacy, physical therapy, veterinary and chiropractic medicine. Prerequisite: CH241. Addendum: An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.
Reason for change	The current description includes some topics covered in CH241 and other topics covered in CH243. These were changed to reflect the content that is taught in the CH242 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
After completion of this course, students will - Develop a basic knowledge of the bonding, reactivity, and function of organic functional groups as outlined in the course description. - Have an appreciation for the historical advancement of chemistry, and its relationship to other disciplines - Apply the same chemical principles when confronted with similar situations in the real world taking into account factors such as reasonable approximation and limitation due to simplified molecular models. - Enhance their written and verbal communication skills - Be prepared for future studies in a field of science and related disciplines. - Apply critical thinking skills to situations in the real world involving chemical knowledge. - Collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare a report in form of a science paper. - Be able to evaluate his/her own abilities and skills in chemistry, formulating strategy to increase lifelong learning.	- Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. - Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. - Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to spectroscopy and complex reaction pathways. - Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. - Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. - Use sustainability ideas and tools to identify and assist green chemistry innovation.

Read, understand, and analyze scientific articles relating to organic chemistry.			
Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CH241 and its prerequisite requirements	☒ 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			

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	Chemistry	Submitter name	Patty Maazouz
		Phone	971-722-8209
		Email	patty.maazouz@pcc.edu
Current prefix and number	CH 243	Proposed prefix and number	
Current course title	Organic Chemistry	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
Includes carboxylic acids, amines, carbohydrates, amino acids, proteins, lipids, nucleic acids, heterocyclic compounds, spectroscopy and selected topics. Prerequisite: CH 242 and its prerequisite requirements.	Introduces carboxylic acids, carboxylic acid derivatives, amines, carbohydrates, amino acids, proteins, lipids, nucleic acids, heterocyclic compounds, spectroscopy and selected topics. This is the third course in a three course sequence. Recommended for chemistry and other natural science majors and pre-professional majors in medicine, dentistry, pharmacy, physical therapy, veterinary and chiropractic medicine. Prerequisite: CH 242. Addendum: An agreement made with the State

	Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.
Reason for change	The current description for CH243 does not contain a statement about the transferability of the CH241 series to the State Universities in Oregon. The addition of this statement will help prevent much confusion for many students requiring this course to transfer.

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

Current learning outcomes	New learning outcomes
After completion of this course, students will - Develop a basic knowledge of the bonding, reactivity, and function of organic functional groups as outlined in the course description. - Have an appreciation for the historical advancement of chemistry, and its relationship to other disciplines - Apply the same chemical principles when confronted with similar situations in the real world taking into account factors such as reasonable approximation and limitation due to uncertainty. - Enhance their written and verbal communication skills - Be prepared for future studies in a field of science and related disciplines. - Apply critical thinking skills to situations in the real world involving chemical knowledge. - Collaborate effectively with fellow students to set up an experiment, collect data, record results, analyze the outcome, and prepare a report in form of a science paper. - Be able to evaluate his/her own abilities and skills in chemistry, formulating strategy to increase lifelong learning. - Read, understand, and analyze scientific articles relating to organic chemistry.	- Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. - Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. - Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to organic chemistry principles, spectroscopy, and biochemical reaction pathways. - Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. - Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. - Use sustainability ideas and tools to identify and assist green chemistry innovation.

Reason for change	To better reflect PCC Core outcomes and meet general education requirements.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CH242 and its prerequisite requirements	☒ 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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Karen Radakovich Danijela Vukic	kradakov@pcc.edu danijela.vukic15@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH100	Course Title:	Fundamentals for Chemistry
Course Credits:	4	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces chemical principles and computational problems found in first-year, 100-level chemistry courses. For students who have no chemical background and those with minimal problem solving skills. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Recommended: Students who have completed or are concurrently enrolled in MTH 95 should consider enrolling in CH 104.		
Course Outcomes:	After successful completion of this course, students will be able to: • Solve problems in a logical manner with the scientific method including gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. • Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development and application to the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. • Use basic chemical concepts in future science courses.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	• Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development and application to the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. The composition and behavior of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment, which they create.
D. Ability to reason qualitatively and quantitatively.	• Solve problems in a logical manner with scientific method including gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing.
E. Ability to conceptually organize experience and discern its meaning.	• Solve problems in a logical manner with scientific method including gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. The goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	• Solve problems in a logical manner with scientific method including gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. • Work effectively as a member of diverse groups to compare and

	contrast scientific ideas, models, or experimental results. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include anthropogenic changes to the environment such as climate change, waste management, use of energy resources, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

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.*	After completion of this course, students will • Solve problems in a logical manner with scientific method including gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing.

	• Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development and application to the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment.

***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"?**	Experiments, interactive Instruction, homework, and various assessments all provide students with the opportunity to gather data, analyze results, develop models, and communicate their findings. For example: lab work includes collaborative work groups coming together to collect, analyze and synthesize data compiling into a lab report. This course entails multiple forms of student interaction and communication. Students have to develop a basic scientific vocabulary (learning the chemical alphabet), then begin to put the terms into conceptual practice (begin forming compounds leading into writing chemical reactions). Throughout the course each students continue to build their scientific knowledge, but are still challenged to gather and comprehend using numerous scientific models (from molecular modeling to modeling quantum mechanics because one cannot see atoms.)

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Laboratory experiments, interactive discussions, homework, and various assessments provide students both individually and collectively the opportunity to collect and analyze data and synthesize a hypothesis. Problem solving techniques are integrated throughout this course from scientific conversions to performing quantitative analysis on chemical reactions. We focus on scientific facts and that enable any student to make evidence-based decisions in everyday life while considering the natural and logical consequences.

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"?**	• Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. This course begins the process of teaching basic chemical principles that can be used to evaluate issues that affect the environment and the community. We focus on scientific facts such as the Law of Conservation of Matter that lead any student to make evidence-based decisions with an understanding the chemicals do not simply disappear, and that an individual choices and actions can affect society and the environment. The instructional methods in this course are intended to develop critical thinking skills. Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.

****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.

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jim Schneider	jischneid@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 101	Course Title:	Inorganic Chemistry Principles
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces basic inorganic chemistry with an emphasis on solution chemistry. Fulfills a basic chemistry requirement for programs such as engineering technology, allied health, and others. Prerequisites: WR 115, RD 115, and MTH 65 or equivalent placement test scores.		
Course Outcomes:	After completion of this course, students will be able to: • apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to subsequent courses in chemistry, biology, physics, geology, engineering, technology, allied health and various other related disciplines that depend upon these principles for successful comprehension. • apply essential chemical concepts and math skills toward successful completion of future science and applied science and engineering courses. • solve problems in a logical manner using the scientific method, including asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. • work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students will apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to their understanding of themselves and their natural and technological environments. Students will develop chemical concepts and math skills essential to solve specific problems encountered in everyday life and professional settings. Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.
D. Ability to reason qualitatively and quantitatively.	Students will develop chemical concepts and math skills essential to solve specific problems encountered in everyday life and professional settings. Students will solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called "scientific method" as well as rational thought and critical thinking skills. Quantitative accounting and

	calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.
E. Ability to conceptually organize experience and discern its meaning.	Students will apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to their understanding of themselves and their natural and technological environments. Students will work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. Students will solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.
F. Aesthetic and artistic values.	Students will apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to their understanding of themselves and their natural and technological environments. The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. Students will work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is

	a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	After completion of this course, students will: • apply the fundamental principles of measurement, matter, atomic theory, chemical periodicity, chemical bonding, general chemical reactivity and solution chemistry to subsequent courses in chemistry, biology, physics, geology, engineering, technology, allied health and various other related disciplines that depend upon these principles for successful comprehension. • develop chemical concepts and math skills essential for successful

	completion of future science and applied science and engineering courses. • solve problems in a logical manner using the scientific method. This process will include asking a testable question, designing a model/experiment, gathering data, analyzing data, revising the model/experiment, formulating conclusions, sharing conclusion verbally and in writing. • work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
*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”?**	At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models. A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class. As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.

How does the course enable a student to “apply scientific and technical modes of	Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are

inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions. One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies to both the classroom and the lab. In this instructional model, the lab experience mirrors the "lecture" experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.
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"?**	This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the chemical basis of global warming, stoichiometry (the accounting of matter in a chemical process) applied to technological, industrial and environmental processes, and an understanding of the atomic nature of matter (including such in modern technological applications, research and environmental implications), among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen. As noted, the instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions. Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.
**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.	

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
	Ted Picciotto Gabriel Backes	ted.picciotto@pcc.edu gbackes@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 102	Course Title:	Organic Chemistry Principles
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces organic chemistry and biochemistry principles. Emphasizes organic and biochemistry required for application to dental hygiene programs. Includes general principles of organic chemistry; alcohols, aldehydes, ketones, carboxylic acid. Covers structure and function of classes of biomolecules; carbohydrates, lipids, proteins, and DNA. Prerequisites: WR 115, RD 115 and MTH 65 or equivalent placement test scores, and CH 100 or CH 104 or instructor approval.

Course Outcomes:	After successful completion of this course, students will be able to: A. apply qualitative and quantitative reasoning skills to solve problems in everyday life B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. C. collaborate effectively to critically analyze organic and biochemical concepts D. apply fundamental terminology necessary to relate organic principles to real-world applications. E. use an awareness of the scientific process and be able to approach problems using the scientific method F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students will be able to apply fundamental terminology necessary to relate organic and biochemical principles to real-world applications that impact their daily life.
D. Ability to reason qualitatively and quantitatively.	Students will be able to apply qualitative and quantitative reasoning skills to solve problems in everyday life
E. Ability to conceptually organize experience and discern its meaning.	Students will be able to collaborate effectively to critically analyze organic and biochemical concepts and scientific studies in two environments: the laboratory and lecture. In the laboratory students will perform experiments. After the experiments they will be required to organize the results and draw conclusions based on their data. Scientific studies on the topic may be provided to show students what constitutes a good source of information versus a poor source.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Student will be able to use their awareness of organic and biochemistry behind natural phenomena to critically to appraise human responsibility for environmental concerns. The material will also be taught in such a fashion to relate organic and biochemical concepts to day to day life.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science**Outcomes:**

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

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

Criteria:

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

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

In addition:

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

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

After successful completion of this course, students will be able to:

- A. apply qualitative and quantitative reasoning skills to solve problems in everyday life
- B. critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
- C. collaborate effectively to critically analyze organic and biochemical concepts
- D. apply fundamental terminology necessary to relate organic principles to real-world applications.
- E. use an awareness of the scientific process and be able to approach problems using the scientific method
- F. communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.

***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”?**	• This course entails multiple forms of student interaction that requires comprehension and communication of organic and biochemical principles. Examples include: lab work, POGIL (Process Oriented Guided Inquiry) and questions during lecture. • Students develop a basic understanding of organic chemistry in the first part of the course. As the course progresses students are required to use the fundamental models of organic chemical reactions and apply them to biological and biochemical topics.
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”?**	• The scientific method is used in the laboratory to explore organic and biochemical concepts. Students are required to collect data, analyze the results and draw conclusions both individually and collectively. • Problem solving techniques are integrated throughout this course from interpretation of organic principles to performing analysis of qualitative experimentation. For example: students are required to report the success of an organic chemical synthesis based on the amount of product recovered. They are also expected to draw conclusions from qualitative observation, for example whether a reaction occurred based on a color change. • We focus on scientific facts and that enable any student to make evidence-based decisions in everyday life while considering the natural and logical consequences.
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”?**	• This course enables a student to assess weaknesses of scientific studies through examples in which the scientific method failed to show underlying dangers of new chemical compounds. Typical examples used may include the teratogenic effects (birth defects) of Thalidomide, the impact of DDT in the environment. Strengths of scientific studies are often demonstrated by examples of successful discoveries. Typical examples may include: the discovery of the structure of benzene, the development of Markovnikov’s rule and the determination of the structure of DNA. • In laboratory we will examine the strengths and weaknesses of scientific studies to demonstrate to students what constitutes a reliable source. • This course begins the process of teaching chemical facts for issues that affect chemicals in the environment. We focus on scientific facts such as the toxicity of organic compounds that can lead any student to make evidence-based decisions on how chemical compounds may impact their health 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.	

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
	Kathy Carrigan	kcarriga@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 104	Course Title:	Allied Health Chemistry I
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Includes general principles of chemistry; atomic structure, mole concept, chemical reactions, stoichiometry, and gas laws. This is the first course of a three course sequence. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for a laboratory science elective. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/Concurrent: MTH 95.		
Course Outcomes:	- Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health. - Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. - Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. - Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. - Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. - Critically evaluate sources of scientific information to determine the validity of the data.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
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.	Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.
D. Ability to reason qualitatively and quantitatively.	- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. - Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
E. Ability to conceptually organize experience and discern its meaning.	Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship	Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical

manner; and

- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

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

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

In addition:

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

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

- Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.
- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning.
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- Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
- Critically evaluate sources of scientific information to determine the validity of the data.

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

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

The scientific method is stressed in both lecture and lab. For example, in POGIL (Process Oriented Guided Inquiry Learning) and other forms of interactive instruction students explore models and analyze data to come to conclusions. Students must develop a basic scientific vocabulary, then begin to put the terms into conceptual practice. Throughout the course each student continues to build scientific knowledge by gathering and interpreting data using numerous scientific models such as molecular modeling and quantum mechanical modeling. Homework and various forms of assessment require students to gather, comprehend and communicate information to solve problems. Laboratory work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report.

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”?**	In the laboratory students engage in scientific inquiry to answer experimental questions. Lab work includes collaborative work groups coming together to collect, analyze and synthesize data which is then compiled into a written lab report. These experiments explore existing explanations of scientific phenomena; students examine their collected data to determine how well it agrees with accepted explanations. Problem solving techniques are integrated throughout this course. For example, students may learn the steps to complete scientific conversions, and then they are challenged to apply those skills to a real world problem which may look unfamiliar. In classes employing POGIL (Process Oriented Guided Inquiry Learning), students collaborate to explore models and analyze data to solve problems.
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”?**	Assessing the strengths and weaknesses of scientific studies is inherent in any science course, particularly in the lab portion of the course. Laboratory work generates data which must be analyzed in order to answer the experimental question. Part of this analysis may include considering sources of experimental uncertainty and the quality of the data in order to comment on the reliability of the conclusion. In the lecture portion of the course, students to assess the strengths and weaknesses of scientific studies by examining scientific models and the exceptions to the particular model. For example, the “Octet Rule” only works for a few atoms; there are many exceptions, however we must begin with the model then allow students to see unusual compounds and question that model. In an example from another perspective, homework questions/assignments that require research to answer may also require a citation of the source of information and an assessment of the validity or potential bias of that source. In this course students learn the chemistry that forms the basis for understanding issues that affect the environment and the community. The scientific knowledge and process skills learned in the course lead students to make evidence-based decisions in everyday life.
**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.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kathy Carrigan	kcarriga@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 105	Course Title:	Allied Health Chemistry II

Course Credits:	5	Gen Ed Category:	Science

Course Description:	Includes stoichiometry, gases, oxidation-reduction, acid-base concepts, equilibrium, physical and chemical properties of solutions, nuclear chemistry, and organic hydrocarbons. This is the second course of a three course sequence. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for liberal arts students who need a laboratory science elective. Prerequisite: CH 104 and its prerequisite requirements.

Course Outcomes:	• Assess the impact of physical and organic chemical theory on phenomena encountered in everyday life including the environment and human health. • Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. • Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. • Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. • Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. • Critically evaluate sources of scientific information to determine the validity of the data.

8. Address PCC's General Education Philosophy Statement:

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
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E. Ability to conceptually organize experience and discern its meaning.	Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship	Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas,

models, and solutions and generate further questions;

- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

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

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

In addition:

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

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

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- Critically evaluate sources of scientific information to determine the validity of the data.

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

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

The scientific method is stressed in both lecture and lab. For example, in POGIL (Process Oriented Guided Inquiry Learning) and other forms of interactive instruction students explore models and analyze data to come to conclusions. Students must develop a basic scientific vocabulary, then begin to put the terms into conceptual practice. Throughout the course each student continues to build scientific knowledge by gathering and interpreting data using numerous scientific models such as molecular modeling and quantum mechanical modeling. Homework and various forms of assessment require students to gather, comprehend and communicate information to solve problems. Laboratory work includes collaborative work groups coming

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General Education/Discipline Studies List Request Form

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

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[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kathy Carrigan	kcarriga@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@pcc.edu

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7. Complete the following Course Information:

Course Prefix and Number:	CH 106	Course Title:	Allied Health Chemistry III
Course Credits:	5	Gen Ed Category:	Science
Course Description:	Includes fundamental principles of organic chemistry and biochemical processes. This is the third course of a three course sequence. Designed for students in a health science program, e.g. Nursing, Medical Laboratory Technician, Vet Tech, or for a laboratory science elective. Prerequisite: CH 105 and its prerequisite requirements.		
Course Outcomes:	- Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health. - Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. - Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems. - Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports. - Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively. - Critically evaluate sources of scientific information to determine the validity of the data.		

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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.	Collaborate effectively with a diverse team to solve complex problems and accomplish tasks effectively.
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.	Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health.
D. Ability to reason qualitatively and quantitatively.	- Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning. - Formulate mathematical and chemical models based on quantitative and qualitative reasoning in order to solve problems.
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F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship	Assess the impact of organic and biochemical theory on phenomena encountered in everyday life including the environment, nutrition and human health.
9. Address the AAOT Discipline Studies Outcomes and Criteria:	
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Science or Computer Science

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Criteria:

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 221	Course Title:	General Chemistry
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. This is the first course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Recommended: Successful completion of high school or a college chemistry class with a lab component in the last 3 years. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111.		
Course Outcomes:	After successful completion of this course, students will be able to: • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.
D. Ability to reason qualitatively and quantitatively.	Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called "scientific method" as well as rational thought and critical thinking skills. Quantitative accounting and calculation are coupled intimately with qualitative conceptualization of natural

	chemical phenomena in all aspects of the course.
E. Ability to conceptually organize experience and discern its meaning.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. Students will use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.
F. Aesthetic and artistic values.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to

	construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science
Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

After completion of this course, students will:

- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.

- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.

***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”?**

At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown.

Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models.

A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class.

As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.

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

Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions.

One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies

an ethical manner"?**	to both the classroom and the lab. In this instructional model, the lab experience mirrors the "lecture" experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.

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"?**	This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the chemical basis of global warming, stoichiometry (the accounting of matter in a chemical process) applied to technological, industrial and environmental processes, and an understanding of the atomic nature of matter (including such in modern technological applications, research and environmental implications), among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen. As noted, the instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions. Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.

****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.

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 222	Course Title:	General Chemistry
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces stoichiometry; chemical reactions and equations; thermo chemistry; physical states of matter including properties of gases, liquids, solids and solutions; an introduction to organic chemistry; and chemical kinetics. This is the second course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Prerequisite: CH221.		
Course Outcomes:	After successful completion of this course, students will be able to: • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.		

8. Address PCC's General Education Philosophy Statement:

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

- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an

awareness of the role played by gender and by various cultures

- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
- * aesthetic and artistic values
- * understanding of the ethical and social requirements of responsible citizenship

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

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

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

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

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

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

Students will apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments.

Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.

Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.

D. Ability to reason qualitatively and quantitatively.

Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.

The heart of the science of chemistry is not limited in any small part to the encyclopedic collection of the facts of the natural world, but also includes the

	development of quantitative and qualitative reasoning skills. These are developed through application of the so-called “scientific method” as well as rational thought and critical thinking skills. Quantitative accounting and calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.
E. Ability to conceptually organize experience and discern its meaning.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. Students will use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.
F. Aesthetic and artistic values.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy

	resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	After completion of this course, students will: • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension. • apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to their understanding of themselves and their natural and technological environments. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life

	and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
*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”?**	At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models. A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class. As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.

How does the course enable a student to “apply scientific and technical modes of	Similar to the previous outcome, this course is centered around providing the opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are

inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions. One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies to both the classroom and the lab. In this instructional model, the lab experience mirrors the "lecture" experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.
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"?**	This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the the history and development of the thermochemistry of fuels, both historical and those under development, as well as the more recent development of solid state chemistry and nanotechnology, applied to technological, industrial and environmental processes, and an understanding of the atomic nature of matter (including such in modern technological applications, research and environmental implications), among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen. As noted, the instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions. Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.
**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.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jim Schneider	jschneid@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@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:	CH 223	Course Title:	General Chemistry
Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math
Course Description:	Introduces acid-base chemistry, ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. This is the third course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Prerequisite: CH222.		
Course Outcomes:	After successful completion of this course, students will be able to: • apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for comprehension. • apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to the evaluation of information obtained in everyday life in order to make evidence-based decisions. • use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively. • use an understanding of written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.		

8. Address PCC's General Education Philosophy Statement:

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

- * understanding of their culture and how it relates to other cultures

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

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

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

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

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

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

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

Students will apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to their understanding of themselves and their natural and technological environments.

Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.

Chemistry is the direct study of the material composition of and energy transformations in human beings, and the environment in which they exist, both natural and technological. The composition and behaviour of matter and energy are at the heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment which they create.

D. Ability to reason qualitatively and quantitatively.

Students will use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.

The heart of the science of chemistry is not limited in any small part to the

	encyclopedia collection of the facts of the natural world, but also includes the development of quantitative and qualitative reasoning skills. These are developed through application of the so-called "scientific method" as well as rational thought and critical thinking skills. Quantitative accounting and calculation are coupled intimately with qualitative conceptualization of natural chemical phenomena in all aspects of the course.
E. Ability to conceptually organize experience and discern its meaning.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. Students will use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as a fundamental natural science, is an endeavor in which experience in the material world, either in the lab setting or in everyday life, is compiled and assessed. Further, the goal then is to elucidate the meaning of the experience (data) and to either apply it to the understanding of the natural world or to utilize it in the development of technology.
F. Aesthetic and artistic values.	Students will apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments. The study of chemistry is the study of the natural world and all its aesthetic and artistic values. We live in a world comprised of matter and energy, and chemistry is not only the study and appreciation of the beauty of the material world and nature laid out for us, but also the aesthetic beauty of artistic creation by humans through the utilization of the material world. Chemistry offers examples in both realms. Natural phenomena are in themselves aesthetically pleasing, and through the application of artistry, the creativity of humans is enabled by an understanding of how matter and energy can be manipulated.
G. Understanding of the ethical and social requirements of responsible citizenship.	Students will critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment. The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common

	examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

After completion of this course, students will:

- apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to the evaluation of information obtained in everyday life in order to make evidence-based decisions.

	• use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings. • use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings. • use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner. • Critically evaluate sources of scientific information to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
*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"?**	At least two of many possible activities in the chemistry courses address this outcome. First is the laboratory component. In this course students are expected to learn laboratory techniques that will enable them to collect data in a variety of situations and for a variety of ends. This process can take various forms. For example, students may be given the goal of an experiment ahead of time, and the goal of data collection is to enable the assessment of the information to verify or elucidate a particular chemical principal, or, further, its implications and applications. An alternative is that students are presented with a series of guiding questions (or may generate their own when prompted) and the final outcome is unknown. Data/information collection is distributed among class members and compiled after collection. Analysis of the data by groups and/or individuals leads to concept invention (claims and evidence), concept revision, the generation of empirical models, and suggestions for further study. Students are asked to generate laboratory reports that range in scope from standard report forms to including written, grammatically correct English sentences in which they must write a claim and defend it with their own evidence, as well as written and conceptual models. A related course component is the inclusion of a variety of individual as well as student-centered active-learning activities in the course design. Course components such as these aim to have students look at pre-generated data and scientific models, and from them critically assess their meaning and implications. This is accomplished in some activities through small-group guided-inquiry discussions, leading ultimately to concept invention, revision and model building based on a student's individual experience and through the interaction of other students in their group and in the class. As such, these two (of many) examples provide two modes of attaining the outcome, and include critical thinking and data analysis, concept invention, model building, and reflection and analysis through both individualized and group-oriented activities.

How does the course enable	Similar to the previous outcome, this course is centered around providing the

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”?**	opportunity for students to actively participate in the scientific process. Students are required to not only “receive information” in a lecture, but are required to be engaged with their peers in the critical analysis of data and information, models, and scientific conclusions. One example of this modality (of the many practiced by faculty) is designed to merge the lecture and lab portions of the course into a comprehensive unit. That is, instruction is based on research in learning theory and applies to both the classroom and the lab. In this instructional model, the lab experience mirrors the “lecture” experience, in such a way that students work in small groups with their peers, are presented with or structure a question or problem to be solved, are presented with or collect data, and are guided to develop conclusions based on this. In the end, students must show their <i>individual</i> understanding and application of new knowledge by the construction of claims and evidence based on their own or the presented data, and developed through interactions with their peers. Further, applications of their models and knowledge are often directed toward real-world problems and at times elucidate the implications of their conclusions of their decisions. This modality has as a goal the development of critical thinking skills that can carry over to everyday life in other realms of their existence.
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”?**	This course, in addition to exploring the basic fundamental concepts of chemistry, addresses the applications and implications of chemical knowledge and technology in the larger sense of the community. Applied topics such as the thermodynamics of biological systems, acids and bases in pharmaceuticals, electrochemical and fuel cells, among others, are presented in the context of problems in the real world. Discussion of the bases of these problems, in conjunction with critical thinking and analysis, presents an opportunity for students to develop a deeper understanding of the causes and effects of such problems on human society, and encourages students to consider the effects of their actions as a responsible citizen. In addition, a number of topics in this course present an ideal opportunity to study and discuss critically a variety of scientific studies. An example is the study of the history and development of modern drugs and pharmaceuticals based on naturally occurring and synthesized acidic and basic compounds. This example is rich in claims that are/have been presented, rejected, modified, and accepted, all based on an analysis of increasingly more detailed and insightful knowledge and theory. The study of equilibrium systems and the implications for the behavior of matter include another set of varied examples of opportunities to assess scientific studies, especially as they relate to applied chemistry (that is, chemistry applied to other disciplines, such as biology, engineering, geology, medicine, etc). As alluded to earlier, the study of the thermodynamics of chemical systems is fundamental to the cost-benefit analysis of fuels, environmental systems, and even biological and medical systems. These complex societal issues depend intimately on their specific chemistry and reactivity. Pharmaceuticals represent an increasing presence in the medical field and everyday life. The public is bombarded with claims for more and more drugs. While not necessarily always addressed specifically <i>in detail</i> in this course, through <i>critical</i> study of the chemical fundamental topics, students are enabled to more effectively assess the strengths and weaknesses of such studies. The instructional methods in this course intend to develop skills necessary to

critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions.

Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.

****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.

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Gabriele Backes	gbackes@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dietrich Steinmetz	dsteinme@pcc.edu

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CH 241	Course Title:	Organic Chemistry

Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces functional groups, nomenclature, structure and chemistry of alkanes, alkenes, and alkynes, conjugation in alkenes, concerted reactions (Diels Alder), IR Spectroscopy, stereochemistry, reaction mechanisms and special topics as time and interest permits. This is the first course in a three course sequence. Recommended for chemistry and other laboratory science majors, and pre-professional students in medicine, dentistry, pharmacy, physical therapy, veterinary and chiropractic medicine, etc. Recommended: Successful completion of a year-long college general chemistry class in the last 3 years. Prerequisite: CH221, 222, 223 or CH104, 105, 106. Addendum: An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.

Course Outcomes:	• Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Use knowledge of the organic chemistry language, concepts, and mechanisms to reason effectively qualitatively and quantitatively. • Use sustainability ideas and tools to identify and assist green chemistry innovation. • Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, which includes the ability to locate reliable peer-reviewed sources of information in organic chemistry. • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.

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.	Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. This is completed through literature projects that require students to relate topics discussed in the lecture and laboratory to specific topics related to the natural and technological environments. Moreover, in the laboratory students are required to identify the waste generated for each experiment and the proper disposal required to protect the environment.
D. Ability to reason qualitatively and quantitatively.	Use knowledge of the organic chemistry language, concepts, and mechanisms to reason qualitatively and quantitatively. Students practice reasoning qualitatively through the practice in-class problems, independent homework assignments that require critical thinking, and analysis of data collected in the laboratory. Moreover, students perform quantitative calculations and analyses in the laboratory to identify the factors that affect particular lab techniques and reaction outcomes.
E. Ability to conceptually organize experience and discern its meaning.	Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. Collaborate effectively with a diverse team to collect, analyze, and effectively

	communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Use sustainability ideas and tools to identify and assist green chemistry innovation. Students learn the proper techniques for recording scientific data in an appropriate and ethical manner. In addition, the implementation of green chemistry principles includes the proper disposal of and the minimization of organic chemistry waste.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Apply critical thinking skills to situations in the real world

	involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Use knowledge of the organic chemistry language, concepts, and mechanisms to reason effectively qualitatively and quantitatively. • Use sustainability ideas and tools to identify and assist green chemistry innovation. • Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, which includes the ability to locate reliable peer-reviewed sources of information in organic chemistry. • Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.
*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”?**	This course promotes different types of learning: active, collaborative, and independent learning. The lectures are designed to stimulate interest in the subject, introduce fundamental organic chemistry terminology, and practice solving skill-building and more complex problems. In the recitation portion of the class, students work in small groups to solve complex organic chemistry problems. For example, when the Process Oriented Guided Inquiry Learning (POGIL) method is utilized in the lectures the students are required to analyze scientific models, to answer critical thinking questions about the model, and to apply this new information to more complex problems that usually relate to real-world situations. The students communicate organic chemistry concepts through oral communication in their groups, independently reading various sources related to the discussed concepts, and through writing homework assignments that reinforce these newly learned concepts. Instructors utilize quizzes and exams to evaluate if the students accurately comprehend and communicate these fundamental organic chemistry principles. In the laboratory students apply the scientific method to collect, analyze, and critically evaluate organic chemistry data. The students prepare written reports that require students to generate further questions about the concepts explored in their experiments.

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”?**	In the organic chemistry lecture, students independently complete weekly homework assignments and prepare for quizzes and exams. In the lectures students frequently work in small groups to examine models and answer a series of critical thinking questions to further understand and apply the concepts presented in the model. In the organic chemistry laboratory students collect, analyze, and share experimental results with the class to make evidence-based decisions. Students are required to utilize a lab notebook to record and follow ethical guidelines for collecting experimental data. The students utilize microscale

	lab equipment and modern analytical instrumentation to learn the fundamental organic chemistry laboratory techniques necessary to successfully synthesize and analyze many new compounds in the lab. In the lab reports students critically evaluate their experimental results by providing evidence and explanations about how their results support or refute current models in organic chemistry. Furthermore, students identify the limitations to these models. Students also investigate the world of organic chemistry through a literature research project that is presented either as a formal report, a poster presentation, or an oral presentation.

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	This course begins the process of teaching fundamental language and reactivity of organic compounds as they affect the environment and the community. Instructors focus on scientific facts such as the Pathway of Organic Reactions that can guide any student to make evidence-based decisions. In the lectures students examine organic chemistry models, including reaction mechanisms, and critically examine how the experimental data supports or refutes these models. Students frequently identify the limitations of each model by identifying sets of organic molecules that do not support the discussed reaction pathway. This course enables a student to “assess the strengths and weaknesses” of scientific studies by introducing synthetic pathways and applications to natural pathways. For example, the hydroboration reaction of alkynes produces a single result and can be presented by a simple reaction. However, the pathway is complex, and not well-understood. In the laboratory students are introduced to searching the scientific literature to find peer-reviewed sources of information through pre-lab assignments and a literature search project. The students learn how to access and understand Material Safety Data Sheets (MSDS) for the compounds utilized in their experiments. In addition, prior to each experiment students are required to record in their lab notebooks the physical properties of all reagents utilized in the laboratory. Instructors direct students to reliable sources of information and identify weak sources that are not supported with reliable data. The students in the laboratory are also introduced to the concepts of minimizing organic waste and proper disposal techniques. For example, students may be required to identify the proper waste containers for all compounds utilized and synthesized in the lab prior to completing the experiment. This greatly impacts the students’ awareness of how chemical compounds affect the environment and how this waste can impact human society.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

Note:

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6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Gabriele Backes	gbackes@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dietrich Steinmetz	dsteinme@pcc.edu

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CH 242	Course Title:	Organic Chemistry

Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces radical reactions; substitution and elimination reaction mechanisms; structure and chemistry of alcohols, ethers, epoxides and their sulfur analogues; introduction to organometallic compounds; arenes and aromaticity; structure and chemistry of aromatic compounds; NMR, UV-VIS and Mass Spectroscopy; special topics are included as time and interest permits. This is the second course in a three course sequence. Recommended for chemistry and other laboratory science majors, and pre-professional students in medicine, dentistry, pharmacy, physical therapy, veterinary and chiropractic medicine. Prerequisite: CH241. Addendum: An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.

Course Outcomes:	• Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to spectroscopy and complex reaction pathways. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Use sustainability ideas and tools to identify and assist green chemistry innovation.

8. Address PCC's General Education Philosophy Statement:

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- * understanding of their culture and how it relates to other cultures
- * appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- * understanding of themselves and their natural and technological environments
- * ability to reason qualitatively and quantitatively
- * ability to conceptually organize experience and discern its meaning
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- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	
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.	Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. This is completed through literature projects that require students to relate topics discussed in the lecture and laboratory to specific topics related to the natural and technological environments. Moreover, in the laboratory students are required to identify the waste generated for each experiment and the proper disposal required to protect the environment.
D. Ability to reason qualitatively and quantitatively.	Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. Students practice reasoning qualitatively through in-class problems, independent homework assignments, and analysis of data collected in the laboratory. Moreover, students perform quantitative calculations and analyses in the laboratory to identify the factors that affect particular lab techniques and reaction outcomes.
E. Ability to conceptually organize experience and discern its meaning.	Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models, especially about reaction mechanisms, and to generate further inquiry using

	the scientific method.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Use sustainability ideas and tools to identify and assist green chemistry innovation. Students learn the proper techniques for recording scientific data in an appropriate and ethical manner. In addition, the implementation of green chemistry principles includes the proper disposal of and the minimization of organic chemistry waste.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science	
Outcomes:	
As a result of taking General Education Science or Computer Science courses, a student should be able to: - Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; - Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and - Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
Criteria:	
A General Education course in either Science or Computer Science should: - Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods. - 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. - 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: - 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. - 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	Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific

outcomes and criteria.*	method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to spectroscopy and complex reaction pathways. • Apply critical thinking skills to situations in the real world involving chemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of chemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Use sustainability ideas and tools to identify and assist green chemistry innovation.
*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"?**	This course promotes different types of learning: active, collaborative, and independent learning. The lectures are designed to stimulate interest in the subject, understand complex reaction pathways, analyze spectroscopic data, and practice solving skill-building and more complex problems. In the recitation portion of the class, students work in small groups to solve complex organic chemistry problems. For example, when the Process Oriented Guided Inquiry Learning (POGIL) method is utilized in the lectures the students are required to analyze scientific models, to answer critical thinking questions about the model, and to apply this new information to more complex problems that usually relate to real-world situations. The students communicate organic chemistry concepts through oral communication in their groups, independently reading various sources related to the discussed concepts, and through writing homework assignments that reinforce these newly learned concepts. Instructors utilize quizzes and exams to evaluate if the students accurately comprehend and communicate these fundamental organic chemistry principles. In the laboratory students apply the scientific method to collect, analyze, and critically evaluate organic chemistry data, especially when utilizing spectroscopic techniques. The students prepare written reports that require students to generate further questions about the concepts explored in their experiments.

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	In the organic chemistry lecture, students independently complete weekly homework assignments and prepare for quizzes and exams. In the lectures students frequently work in small groups to examine models and answer a series of critical thinking questions to further understand and apply the concepts presented in the model. In the organic chemistry laboratory students collect, analyze, and share experimental results with the class to make evidence-based decisions. Students are required to utilize a lab notebook to record and follow ethical

an ethical manner"?**	guidelines for collecting experimental data. The students utilize microscale lab equipment and modern analytical instrumentation to learn the fundamental organic chemistry laboratory techniques necessary to successfully synthesize and analyze many new compounds in the lab. In the lab reports students critically evaluate their experimental results by providing evidence and explanations about how their results support or refute current models in organic chemistry. Furthermore, students identify the limitations to these models. Students also investigate how the concepts and reaction pathways in this organic chemistry relate to real-world applications through a literature research project that is presented either as a formal report, a poster presentation, or an oral presentation.

How does the course enable a student to "assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	This course continues to apply the fundamental organic chemistry language to the reactivity of organic compounds as they apply to the environment and biological systems and how they impact the community. Instructors focus on organic reaction mechanisms and the spectroscopy of organic compounds that can guide students to make evidence-based decisions. In the lectures students examine organic chemistry models, including reaction mechanisms, and critically examine how the experimental data supports or refutes these models. Students frequently identify the limitations of each model by identifying sets of organic molecules that do not support the discussed reaction pathway. This course enables a student to "assess the strengths and weaknesses" of scientific studies by introducing synthetic pathways and applications to natural pathways. For example, organometallic reactions are ubiquitous, but the reaction mechanisms are complex and not well understood. In the laboratory students continue to search the scientific literature to find peer-reviewed sources of information through pre-lab assignments and a literature research project. The students continue to access and understand Material Safety Data Sheets (MSDS) for the compounds utilized in their experiments. In addition, prior to each experiment students are required to record in their lab notebooks the physical properties of all reagents utilized in the laboratory. Instructors direct students to reliable sources of information and identify weak sources that are not supported with reliable data. The students in the laboratory are also introduced to the concepts of minimizing organic waste and proper disposal techniques. For example, students may be required to identify the proper waste containers for all compounds utilized and synthesized in the lab prior to completing the experiment. This greatly impacts the students' awareness of how chemical compounds affect the environment and how this waste can impact human society.
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Gabriele Backes	gbackes@pcc.edu

SAC Chair	Name	E-mail Address
	Patty Maazouz	patty.maazouz@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Dietrich Steinmetz	dsteinme@pcc.edu

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CH 243	Course Title:	Organic Chemistry

Course Credits:	5	Gen Ed Category:	Science, Comp. Sci., and Math

Course Description:	Introduces carboxylic acids, carboxylic acid derivatives, amines, carbohydrates, amino acids, proteins, lipids, nucleic acids, heterocyclic compounds, spectroscopy and selected topics. This is the third course in a three course sequence. Recommended for chemistry and other natural science majors and pre-professional majors in medicine, dentistry, pharmacy, physical therapy, veterinary and chiropractic medicine. Prerequisite: CH 242. Addendum: An agreement made with the State Universities in Oregon will allow students to receive upper division credit for Organic Chemistry 241, 242, and 243, upon successful completion of the ACS Organic Exam in CH 243.

Course Outcomes:	• Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method. • Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. • Communicate complex scientific concepts and reasoning effectively, orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to organic chemistry principles, spectroscopy, and biochemical reaction pathways. • Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Use sustainability ideas and tools to identify and assist green chemistry innovation.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. This is completed through independent research projects that require students to relate topics discussed in the lecture and laboratory to specific topics related to the natural and technological environments. Moreover, in the laboratory students are required to identify the waste generated for each experiment and the proper disposal required to protect the environment.
D. Ability to reason qualitatively and quantitatively.	Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively. Students practice reasoning qualitatively through in-class problems, independent homework assignments, and analysis of data collected in the laboratory. Moreover, students perform quantitative calculations and analyses in the laboratory to identify the factors that affect particular lab techniques and reaction outcomes.
E. Ability to conceptually organize experience and discern its meaning.	Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.
F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	• Use sustainability ideas and tools to identify and assist green chemistry innovation. Students learn the proper techniques for recording scientific data in an appropriate and ethical manner. In addition, the implementation of green chemistry principles includes the proper disposal of and the minimization of organic chemistry waste.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

- Collaborate effectively with a diverse team to collect, analyze, and effectively communicate organic chemistry data in the laboratory to formulate models and generate further inquiry using the scientific method.
- Use knowledge of organic chemistry reactions, mechanisms, and spectroscopy techniques to reason qualitatively and quantitatively.
- Communicate complex scientific concepts and reasoning effectively,

	orally and through formal and informal writings and reports, including the ability to locate reliable peer-reviewed sources of information, especially when related to organic chemistry principles, spectroscopy, and biochemical reaction pathways. • Apply critical thinking skills to situations in the real world involving biochemical principles of organic chemistry to evaluate factors such as the limitations arising from the complexity of reaction mechanisms. • Assess the impact of biochemical theory on phenomena encountered in everyday life, including an appraisal of human responsibility for the preservation of the natural world in balance with the constructed environments we inhabit. • Use sustainability ideas and tools to identify and assist green chemistry innovation.
*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"?**	This course promotes different types of learning: active, collaborative, and independent learning. The lectures are designed to stimulate interest in the subject, especially as it relates to biochemical applications, to understand complex reaction pathways, to analyze spectroscopic data, and to practice solving skill-building and more complex problems. In the recitation portion of the class, students work in small groups to solve complex organic chemistry problems. For example, when the Process Oriented Guided Inquiry Learning (POGIL) method is utilized in the lectures the students are required to analyze scientific models, to answer critical thinking questions about the model, and to apply this new information to more complex problems that usually relate to real-world situations. The students communicate organic chemistry concepts through oral communication in their groups, independently reading various sources related to the discussed concepts, and through writing homework assignments that reinforce these newly learned concepts. Instructors utilize quizzes and exams to evaluate if the students accurately comprehend and communicate these fundamental organic chemistry principles. In the laboratory students apply the scientific method to collect, analyze, and critically evaluate organic chemistry data, especially when utilizing spectroscopic techniques. Students complete an extensive independent research project that usually relates either to real-world applications or to green chemistry principles. The students prepare oral presentations and written reports that require students to generate further questions about the concepts explored in their experiments.

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"?**	In the organic chemistry lecture, students independently complete weekly homework assignments and prepare for quizzes and exams. In the lectures students frequently work in small groups to examine models and answer a series of critical thinking questions to further understand and apply the concepts presented in the model. In the organic chemistry laboratory students collect, analyze, and share experimental results with the class to make evidence-based decisions. Students are required to utilize a lab notebook to record and follow ethical guidelines for collecting experimental data. The students utilize microscale lab equipment and modern analytical instrumentation to learn the

	fundamental organic chemistry laboratory techniques necessary to successfully synthesize and analyze many new compounds in the lab. In the lab reports students critically evaluate their experimental results by providing evidence and explanations about how their results support or refute current models in organic chemistry. Furthermore, students identify the limitations to these models. Students also investigate how the concepts and reaction pathways in this organic chemistry relate to real-world applications through an independent lab research project that is presented either as a formal report, a poster presentation, or an oral presentation.
How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	This course teaches fundamental reactivity of organic compounds as they apply to biological systems and affect the community. Instructors focus on organic reaction mechanisms and the spectroscopy of organic compounds that can guide students to make evidence-based decisions. In the lectures students examine organic chemistry models, including reaction mechanisms, and critically examine how the experimental data supports or refutes these models. Students frequently identify the limitations of each model by identifying sets of organic molecules that do not support the discussed reaction pathway. This course enables a student to “assess the strengths and weaknesses” of scientific studies by introducing man-made and biochemical pathways of organic reactions and comparing these in terms of efficiency. For example, a synthetic pathway might be efficient in a lab setting, but be entirely inefficient in a complex organism. In the laboratory students utilize organic chemistry scientific literature to find peer-reviewed sources of information for pre-lab assignments and an independent research project. Students determine the feasibility of their research projects through references to Material Safety Data Sheets (MSDS) and other pertinent information located in reliable chemistry sources. In addition, prior to each experiment students are required to record in their lab notebooks the physical properties of all reagents utilized and products synthesized in the laboratory. Instructors direct students to reliable sources of information and identify weak sources that are not supported with reliable data. The students in the laboratory are also introduced to the concepts of minimizing organic waste and proper disposal techniques. For example, students may be required to identify the proper waste containers for all compounds utilized and synthesized in the lab prior to completing the experiment. This greatly impacts the students’ awareness of how chemical compounds affect the environment and how this waste can impact human society.
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

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:	Chemistry	Submitter name Phone Email	Kenneth Friedrich 5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 221H	# Credits:	5
Course Title: 60 characters max	General Chemistry I: Honors	Transcript Title (30 characters max)	Gen Chem I: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours): 3
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	☐	☐
	Audit in consultation with faculty	☐	☐
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	An honors version of General Chemistry I. Introduces measurements, classification and properties of matter, nomenclature, atomic structure and modern atomic theory, periodic table and chemical periodicity, and chemical bonding. This is the first course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Recommended: Successful completion of high school or a college chemistry class with a lab component in the last 3 years. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Prerequisite/concurrent: MTH 111 AND 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

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

X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into:	☐ Placement into:
course prefix & number: MTH 111B or MTH 111C	☐ Prerequisite ☐ Corequisite X pre/co
course prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

After completion of this course, students will:

- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- Critically evaluate and effectively communicate (verbally and written) about sources of scientific information, including primary literature and topics from professional scientific presentations, to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
- Use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest.

	Use sustainability ideas and tools to identify and assist green chemistry innovation.
Course activities and design: (from CCOG)	This Honors version of General Chemistry I will require students to investigate, critically evaluate and effectively communicate about primary sources of scientific research and topics from professional scientific presentations. In addition, students will independently apply the scientific method to research a known or unknown scientific question.
Outcomes assessment strategies:	Written report or oral research presentation on primary scientific literature. Written assessment of the bias, strengths and weaknesses of scientific literature.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Content and concepts are identical to CH 221. Engagement in the scientific process.
Reason for the new course	This course creates an Honors version of CH 221.

Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other

Identify comparables at Oregon schools	N/A
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS; AA	# credits: 5
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of a year long series that fulfills the general lab science elective.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Implementation term:	☒ Next available term after approval ☐ Specify term	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review
This proposal has been reviewed at the SAC level and approved for submission.

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:	Chemistry	Submitter name Phone Email	Kenneth Friedrich 5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 222H	# Credits:	5
Course Title: 60 characters max	General Chemistry II: Honors	Transcript Title (30 characters max)	Gen Chem II: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours): 3

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

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

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title
	☒ No	

Course fee: Identify only fees that are above and beyond the usual PCC fees	

Course Description: (field will expand as needed)	An honors version of General Chemistry II. Introduces stoichiometry; chemical reactions and equations; thermo chemistry; physical states of matter including properties of gases, liquids, solids and solutions; an introduction to organic chemistry; and chemical kinetics. This is the second course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Prerequisite: A 3.0 GPA in CH221 AND 3.25 GPA.

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

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these

prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into:	☐ Placement into:
course prefix & number: CH 221	☒ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

After completion of this course, students will:

- apply the fundamental principles of chemical reactions and stoichiometry, the states of matter, molecular and ionic structures and interactions, intermolecular forces, thermochemistry, and chemical kinetics to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- Critically evaluate and effectively communicate (verbally and written) about sources of scientific information, including primary literature and topics from professional scientific presentations, to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
- Use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest.
- Use sustainability ideas and tools to identify and assist green chemistry innovation.

Course activities and design: (from CCOG)	This Honors version of General Chemistry II will require students to investigate, critically evaluate and effectively communicate about primary sources of scientific research and topics from professional scientific presentations. In addition, students will independently apply the scientific method to research a known or unknown scientific question.
Outcomes assessment strategies:	Written report or oral research presentation on primary scientific literature. Written assessment of the bias, strengths and weaknesses of scientific literature. Written assessment of the bias, strengths, weaknesses and “greenness” of scientific experiments.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Content and concepts are identical to CH 222. Engagement in the scientific process.
Reason for the new course	This course creates an Honors version of CH 222.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other
Identify comparables at Oregon schools	N/A
Is General Education or Cultural	☐ Yes – Submit the General Education form

Diversity designation being sought at this time?	x No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):	AAS; AA	# credits: 5
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of a year long series that fulfills the general lab science elective.	

Impact on other Programs and Departments

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☒ Next available term after approval ☐ Specify term

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

Section # 4 Department Review

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

SAC Chair	Email
Patty Maazouz	patty.maazouz@pcc.edu

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Chemistry	Submitter name Phone Email	Kenneth Friedrich 5660 kenneth.friedrich@pcc.edu
Course Prefix and Number:	CH 223H	# Credits:	5
Course Title: 60 characters max	General Chemistry III: Honors	Transcript Title (30 characters max)	Gen Chem III: Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours): 3
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X	X	
Pass/No pass	☐	☐	
Audit in consultation with faculty	☐	☐	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title	
	X No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	An honors version of General Chemistry III. Introduces acid-base chemistry, ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Special topics will be included as time and interest allows. This is the third course in a three course sequence. Recommended for chemistry and other natural science majors, and pre-professional majors in engineering, medicine and dentistry. Prerequisite: A 3.0 GPA in CH222 AND 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these

prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

x Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into:

☐ Placement into:

course prefix & number: CH 222

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

After completion of this course, students will:

- Apply the fundamental principles of chemical equilibrium as applied to solubility, acids and bases, oxidation and reduction and electrochemistry, and other reactive species, as well as thermodynamics and nuclear chemistry to subsequent courses in chemistry, biology, physics, geology, engineering and various other related disciplines that depend upon these principles for successful comprehension.
- apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to their understanding of themselves and their natural and technological environments.
- use mathematical and chemical reasoning skills, both qualitative and quantitative, to solve specific problems encountered in everyday life and professional settings.
- use effective collaborative skills when working with other people to solve complex problems and accomplish tasks effectively and timely in everyday life and professional settings.
- use an understanding of effective written communication skills to effectively communicate complex scientific and technological ideas, models and conclusions through the generation of informal and formal writings and reports in a scientifically acceptable manner.
- Critically evaluate and effectively communicate (verbally and written) about sources of scientific information, including primary literature and topics from professional scientific presentations, to logically decide the bias, strengths and weaknesses of the information concerning the effect of chemistry and chemical concepts on themselves and their environment.
- Use scientific research methods to investigate chemically-oriented questions relevant to individual interests, and make connections to other natural and physical sciences, the arts, humanities and/or other areas of human interest.

	Use sustainability ideas and tools to identify and assist green chemistry innovation.
Course activities and design: (from CCOG)	This Honors version of General Chemistry III will require students to investigate, critically evaluate and effectively communicate about primary sources of scientific research and topics from professional scientific presentations. In addition, students will independently apply the scientific method to research a known or unknown scientific question.
Outcomes assessment strategies:	Written report and oral presentation on the design, development, implementation and results of a laboratory research experiment. Students will be encouraged to participate at a national or regional chemistry conference by presenting experimental results.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Content and concepts are identical to CH 223. Engagement in the scientific process.
Reason for the new course	This course creates an Honors version of CH 223.

Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	Honors Council has contacted several OUS registrars who confirm that honors versions of existing courses will transfer as the parent course.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability:	☐ Completed Transferability Status form

(minimum one, more preferred) Required for Gen Ed only	☐ E-mail correspondence with receiving institution ☐ Other
Identify comparables at Oregon schools	N/A
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS; AA	# credits: 5
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is the first term of a year long series that fulfills the general lab science elective.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Implementation term:	☒ Next available term after approval ☐ Specify term	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

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	CTE Columbia Gorge CC	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	RET 223	Proposed prefix and number	Same
Current course title	Balance of Plant	Proposed title (60 characters max)	Power Generation
Reason for title change	More appropriate title based on content	Proposed transcript title (30 characters max)	Power Generation

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
Focus is on developing and managing power generating facilities. Read and analyze topographic and wind maps. Become familiar with radio frequency and fiber optic communications systems. Review nondestructive materials testing, networking and basic meteorological forecasting	Same

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
No change	

Reason for change	

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, 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 CGCC Curriculum Committee level and approved for submission.

CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	11-10-10
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	11-10-10

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- 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	Sociology	Submitter name	Kim Smith
		Phone	503-977-4097
		Email	kdsmith@pcc.edu
Current prefix and number	SOC 204	Proposed prefix and number	SOC 204
Current course title	General Sociology: Sociology in Everyday Life	Proposed title (60 characters max)	Sociology in Everyday Life
Reason for title change	No longer a sequence.	Proposed transcript title (30 characters max)	Sociology in Everyday Life

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 the sociological perspective and sociology as a scientific discipline. Focuses on individuals and groups and how they are shaped by their social locations (status, roles, race, class, sex, age, etc.), society's structures, stratification, institutions, groups and organizations and by such cultural processes as socialization and group interaction. Prerequisite: RD 115 or equivalent placement test scores.	Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: RD 115 or equivalent placement test scores.

Reason for change	Clarifying focus.

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

Current learning outcomes	New learning outcomes
1. Apply the sociological perspective (or use sociological imagination) in their everyday lives and in their response to current events. 2. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events. 2. Evaluate social inequality and stratification systems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Reason for change	Updating to reflect accuracy and clarify cultural diversity focus.

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
X ☒ No

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

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	11/12/10

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

- ☐ 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	Sociology	Submitter name	Kim Smith
		Phone	503-977-4097
		Email	kdsmith@pcc.edu
Current prefix and number	SOC 205	Proposed prefix and number	SOC 205
Current course title	General Sociology: Social Change & Social Institutions	Proposed title (60 characters max)	Social Change in Societies
Reason for title change	No longer a sequence and more straightforward.	Proposed transcript title (30 characters max)	Social Change in Societies

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

Current Description	Proposed Description
Explores various social institutions (family, economy, polity, and religion) from a social change perspective. Various theories of social organization and social change are compared and contrasted. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Explores how societies change by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals and our social institutions (such as the family, economy, politics, education, and religion). Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Clarifying focus.

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

Current learning outcomes	New learning outcomes
1. Apply the sociological perspective (use sociological imagination) in their reflections on social institutions, social change, and the impact of social change on social institutions. 2. Locate themselves (connect their personal biography with societal history) in the process of social change and social movements. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.	1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people and social institutions. 2. Locate themselves (connect their personal biography and social status with societal history) in the process of social change and social movements. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Reason for change	Updating to reflect accuracy.

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
Kim Smith	kdsmith@pcc.edu	11/11/10
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	12/10/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Sociology	Submitter name	Kim Smith
		Phone	503-977-4097
		Email	kdsmith@pcc.edu
Current prefix and number	SOC 206	Proposed prefix and number	SOC 206
Current course title	General Sociology: Social Problems	Proposed title (60 characters max)	Social Problems
Reason for title change	No longer a sequence and more straight-forward.	Proposed transcript title (30 characters max)	Social Problems

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
Applies the sociological frame of reference to the study of social problems, their identification, analysis of causes and possible solutions. Problems explored may include mental disorders, drug and alcohol addiction, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment, and energy. Prerequisites: WR 115, RD 115 and MTH	Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

20 or equivalent placement test scores.	
Reason for change	Updating and clarifying focus.

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

Current learning outcomes	New learning outcomes
1. Apply the sociological perspective (use sociological imagination) in analyzing and responding to social problems through social action and policy 2. Locate themselves (connect their personal biography with societal history) in the process of social change, organizations, and social movements shaping and responding to social problems 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
Reason for change	Updating to reflect accuracy and clarify outcomes.

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	11/10/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Sociology	Submitter name	Kim Smith
		Phone	503-977-4097
		Email	kdsmith@pcc.edu
Current prefix and number	SOC 211	Proposed prefix and number	same
Current course title	Peace and Conflict	Proposed title (60 characters max)	Same
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
Explores the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict are considered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	No change

Reason for change	

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

Current learning outcomes	New learning outcomes
- To become an active participant in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. - To develop critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. - To communicate in ways likely to encourage democratic values, while resolving conflict effectively among individuals and groups of people as nonviolently as may be allowed by circumstances. - To be prepared for a successful transfer to and performance at a four-year college or university or other program as might be one's choice. - To engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings -- like with a stranger at a bus stop.	1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.. 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.

Reason for change	Needed to be updated as part of program review and new criteria for cultural literacy and general education lists.

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x ☐ Yes ☐ No	This course is co-listed with SOC 211. SAC chairs have worked together to change outcomes.
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
Kim Smith	kdsmith@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	11/12/10

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

- ☐ 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	Sociology	Submitter name	S Rowan Wolf
		Phone	503-261-9488
		Email	rwolf@pcc.edu
Current prefix and number	Soc 213	Proposed prefix and number	Soc 213
Current course title	Diversity in the United States	Proposed title (60 characters max)	Diversity in the United States
Reason for title change	Not changing title	Proposed transcript title (30 characters max)	No change

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

Current Description	Proposed Description
Examines a variety of topics such as race and ethnicity, gender, age, sexual orientation, social class, and related issues and concepts from a number of sociological perspectives.	Framing social status differences within the context of social structure and culture. Examine how inequalities and privilege play out through social status and are reinforced through both culture and social structure. Includes statuses such as: race, gender, ethnicity, sexual orientation, age, etc. Includes concepts such as: privilege, social stratification, cultural bias, institutional inequality, and social construction.

Reason for change	Increases the specificity of the 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
tudents successfully completing this course will be able to do the following: 1. explain social patterns and processes involved in social stratification and social inequality, and identify both micro and macro impacts of social change and social structure. 2. understand the difference between an individualistic vs sociological perspectives of diversity, and approach issues from different perspectives. 3. demonstrate understanding of the relationship between culture, social stratification and social institutions - utilize critical thinking skills; 4. analyze forces and impacts of social structure on individuals and social groups;	Students successfully completing this course will be able to do the following: 1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination. 2. Locate themselves within their various social statuses and how those play out social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address the structure and operation of systems of stratification. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in addressing inequality and privilege as it exists in current social actions and contexts.

Reason for change	Primary change is adding number 5 which is actually specifies some of the level of critical analysis that students can engage in if the successfully complete the courde.

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x ☐ No	Changes to actual course are not substantive. The change is to the CCOG to increase its accuracy of current teaching of the course.
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
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

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Section #1 General Information

Department	Sociology	Submitter name	Kim Smith
		Phone	503-977-4097
		Email	kdsmith@pcc.edu
Current prefix and number	SOC 215	Proposed prefix and number	SOC 215
Current course title	Global Studies: Social Issues and Movements	Proposed title (60 characters max)	Social Issues and Movements
Reason for title change	Stream-lining and clarifying title.	Proposed transcript title (30 characters max)	Social Issues and Movements

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

Current Description	Proposed Description
Explores social issues and movements from a global perspective. Examines the impact of social change and cultural contact on individuals and social structure and focuses on organized social responses to social problems, utilizing a multi-cultural, multi-disciplinary approach. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Explores important social issues and movements from around the world. Examines the impact of social changes and actions on individuals and social structures. Focuses on organized social responses and movements to social problems, utilizing a multi-cultural and critical-thinking approach. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Updating and clarifying focus.

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

Current learning outcomes	New learning outcomes
1. Apply a sociological and multidisciplinary perspective to global issues and movements 2. Examine the impact of social change and cultural contact on individuals and social structures through a focus on social issues and movements 3. Focus on organized responses to social problems, utilizing a variety of research strategies within a multicultural, multidisciplinary approach 4. Appreciate the diversity of organized social responses to social issues in a global context	1. Apply sociological and multicultural perspectives to social issues and movements. 2. Examine the impacts of social changes and actions on people and social structures. 3. Assess historical and current organized responses to social problems, utilizing sociological theories and multidisciplinary research. 4. Appreciate the diversity of organized social responses to social issues and discover different ways to engage in society.

Reason for change	Updating to reflect accuracy and clarify outcomes.

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	11/11/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	11/11/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Gerontology/Sociology	Submitter name Phone Email	Jan Abushakrah 971-722-4077 jabushak@pcc.edu
Current prefix and number	SOC223	Proposed prefix and number	SOC223
Current course title	Sociology of Aging	Proposed title (60 characters max)	Sociology of Aging
Reason for title change	N/A	Proposed transcript title (30 characters max)	Sociology of Aging

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

Current Description	Proposed Description
Explores the impact of social and sociocultural conditions on the process of aging and the social consequences of this process. Also explores the aging process through a life-course perspective and adopts a social problems approach to aging and related issues. Recommend: SOC 204 or 205, or instructor permission.	Explores the diversity of individual and population aging and their consequences for individuals, families, communities and societies, through a life course and social change perspective. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.

Reason for change	Reflects more accurately the current focus 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
Students who successfully complete this course will be able to: 1. Use sociological theories and multi-disciplinary perspectives to explain the aging process and the social consequences of that process. 2. Analyze how the life course of diverse populations is influenced by social structural and cultural factors, particularly race/ethnicity, social class, and gender. 3. Use sociological knowledge to plan and implement social change strategies related to aging and the life course within social institutions and through social movements. 4. If enrolled in the Gerontology Certificate or Degree Program, work on development of portfolios.	Students who successfully complete this course will be able to: 1. Use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies. 2. Analyze how the life course and life chances of diverse populations and groups are influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. 3. Use knowledge of the life course and population aging to plan and implement problem solving and social change strategies within social institutions and through social movements to address social inequalities across the life course. 4. Students earning the Gerontology AAS Degree or one or more of the Certificates will use the capstone Life Stories Project and other skills and knowledge acquired through this course in their professional portfolios.

Reason for change	Reflects changes in the course delivery, content and course projects, as well as in the Gerontology AAS Degree and additional Certificates in which this course is required.

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
Jan Abushakrah	jabushak@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	Bgondara @pcc.edu	11/12/10

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

- ☐ 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
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Section #1 General Information

Department	Sociology	Submitter name	Kim Smith
		Phone	503-977-4097
		Email	kdsmith@pcc.edu
Current prefix and number	SOC 228	Proposed prefix and number	NA
Current course title	Introduction to Environmental Sociology	Proposed title (60 characters max)	NA
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Examines the relationship between society and the environment. The industrialization of society and our increasing demand for natural resources has significantly impacted the earth's ability to meet the needs of humanity and other species. Explores the causes and consequences of such topics as population, consumption, development, pollution, public policy, and environmental justice. Prerequisites: WR 115, RD 115 and	Examines the relationship between society and the environment, with a focus on how industrialization and our increasing demand for natural resources has significantly impacted the planet's ability to meet the needs of humanity and other species. Explores the structural and cultural causes and consequences of such topics as production, consumption, population, development, pollution, and environmental justice and how to respond to these issues through policies and actions. Prerequisites: WR 115, RD 115 and MTH 20

MTH 20 or equivalent placement test scores. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	or equivalent placement test scores.
Reason for change	Updating and clarifying focus.

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

Current learning outcomes	New learning outcomes
Students successfully completing this course will be able to use the sociological perspective to understand the significance of the complex relationship between humans and the environment, be able to assess the effects of human behavior on the natural world, and be able to identify possible social strategies to solve environmental problems.	1. Apply sociological perspectives and use their sociological imagination to analyze the complex relationships between humans and the environment. 2. Assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment. 3. Identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

Reason for change	Updating to reflect accuracy and clarify outcomes.

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Kim Smith	kdsmith@pcc.edu	11/11/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	11/11/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Gerontology/Sociology	Submitter name Phone Email	Jan Abushakrah 971-722-4077 jabushak@pcc.edu
Current prefix and number	SOC230	Proposed prefix and number	SOC230
Current course title	Intro to Gerontology	Proposed title (60 characters max)	Intro to Gerontology
Reason for title change	N/A	Proposed transcript title (30 characters max)	Intro to Gerontology

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 the current theories, policies, and practices in gerontology and professional opportunities in the field. Addresses the concerns of practitioners and focuses on service delivery and policy directions. Recommended: SOC 204 or 205, or instructor permission.	Introduces current practice, programs, and policies in the field of gerontology. Addresses professional standards of practice and service delivery, as well as advocacy and policy directions, from a person-directed perspective, responsive to social inequalities and cultural diversity. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.

Reason for change	Reflects more accurately the current course focus.

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

Current learning outcomes	New learning outcomes
Students who successfully complete this course will be able to: 1. Assess practices, programs, and policies in the field of gerontology, using sociological theories and multidisciplinary and multicultural perspectives on aging and elders. 2. Plan and implement appropriate and effective programs, policies, or social change strategies for and with elders within the professional field of gerontology. 3. Work with confidence as a professional in the developing field of gerontology, and develop their portfolios for the Gerontology Certificate or Degree Program	Students who successfully complete this course will be able to: 1. Assess professional practice, programs, and policies in the field of gerontology, using social theories and multidisciplinary and multicultural perspectives on aging persons and societies. 2. Plan and implement appropriate and effective programs, policies, and social change strategies for and with older adults of diverse ages, abilities, nationalities, races/ethnicities, social classes, genders, sexual orientations, and religious or spiritual communities. 3. For students earning the Gerontology AAS Degree or one or more of the Certificates, work with confidence as a professional in the field of gerontology, and further the development of their professional portfolios.

Reason for change	Reflects changes in course delivery, content, and course projects, as well as in the Gerontology AAS Degree and additional Certificates in which this course is required.

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
Jan Abushakrah	jabushak@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	bgondara@pcc.edu	11/12/10

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

- ☐ 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	Gerontology/Sociology	Submitter name Phone Email	Erica Srinivasan 971-722-8270 Erica.srinivasan@pcc.edu
Current prefix and number	SOC 231	Proposed prefix and number	SOC231
Current course title	Sociology of Health and Aging	Proposed title (60 characters max)	Sociology of Health and Aging
Reason for title change	N/A	Proposed transcript title (30 characters max)	Sociology of Health and Aging

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

Current Description	Proposed Description
Provides an introduction to age related health issues in social and cultural context. Topics include the social structuring of age, health and illness; demographics and patterns of health and illness of older adults; issues related to medical and healthcare services; health and long-term care policy and programs. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Introduces age-related health issues in social and cultural context. Topics include the social structuring of age, health and illness; demographics and patterns of health and illness of diverse older adults; issues related to medical and healthcare services; health and long-term care policy and programs. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	Reflects more accurately the current focus 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
A. Make more informed decisions when managing the care of older family members, clients, and patients. B. Plan for the future healthcare needs of self and family C. Contribute to the development of policies and programs, which seek to assure quality of life for aging adults. D. Work more effectively with formal and informal healthcare providers to maximize aging for clients and patients.	A. Use sociological theories and multi-disciplinary perspectives to analyze how the health and aging process of diverse populations is influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. B. Use resources and services to work with families and older adults to plan for culturally and socially appropriate aging in place, healthcare needs, and care management. C. programs, and public and private settings meet the needs for and promote a safe and healthy aging process D. If enrolled in the Gerontology Certificate or Degree Program, use the projects in this course to contribute to their professional portfolio

Reason for change	Reflects changes in the course delivery, content and course projects, as well as in the Gerontology AAS Degree and additional Certificates in which this course is required.

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ 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
Jan Abushakrah	jabushak@pcc.edu	11/12/10
SAC Administrative Liaison	Email	Date
Brooke Gondara	Bgondara@pcc.edu	11/12/10

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

- ☐ 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	Sociology	Submitter name Phone Email	Erica Srinivasan 971-722-8270 erica.srinivasan@pcc.edu
Current prefix and number	SOC 232	Proposed prefix and number	SOC 232
Current course title	Death & Dying: Culture & Issues	Proposed title (60 characters max)	Death &Dying: Culture & Issues
Reason for title change	No changing title	Proposed transcript title (30 characters max)	No change

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

Current Description	Proposed Description
Introduces the student to the institution of death in the United States. From a sociological frame of reference, the student will study death as a system for dealing with the social processes of dying, death, and bereavement. Recommend: Soc 204, 205, or instructor permission. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.	Introduces the student to the institution of death in the United States. Course content includes a broad multi-cultural, interdisciplinary approach, including sociological, psychological, historical, ethical, cultural, and religious approaches to death, dying, and bereavement across the lifespan. Recommend: SOC 204, 205, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Addendum to Course Description The course also introduces students to the current theories, policies, and practices in gerontology and explores professional opportunities in the field. The course focuses on the concerns of practitioners, and current directions in service delivery, programs, law, and policy. Prerequisites: WR 115, RD 115, MTH 20 or equivalent placement test scores. Recommend: Soc 204, Soc 205, or their equivalents. This course is a core course of the Gerontology Certificate/Degree Program.	Required for the Gerontology AAS degree and several Gerontology Certificates
Reason for change	Clarifies how course relates to Gerontology degree requirements

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes	New learning outcomes
The student will become empowered to act effectively and compassionately regarding end-of-life decisions by knowing what we do, how we do it and why. The student will have reinvigorated interest in life and living as well as participating actively in their societies and communities, demonstrating respect for the diverse responses we make to the human condition.	Students successfully completing this course will be able to do the following: - Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan - Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective, and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds. - Explore individual and family grief and bereavement issues through an understanding of theories, models of coping, spiritual, religious, and cultural beliefs, and end of life practices and institutions, including care facilities, burial practices ,funeral homes, crematoriums, and cemeteries.

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

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 X

Although this is a Sociology course, we also offer it in the Gerontology Department. The two departments are working together on revisions. The changes to the CCOG reflect more accurately the current focus of the course.

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

Please provide details, who was contacted and the resolution.

Yes

No X

Although this is a Sociology course, we also offer it in the Gerontology Department. The two departments are working together on revisions. The changes to the CCOG reflect more accurately the current focus of the course.

Implementation term



Next available term after approval



Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Kim Smith-Sociology	kdsmith@pcc.edu	12/7/2010
Jan Abushakrah-Gerontology	jabushak@pcc.edu	12/7/2010
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	12/7/2010

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 204	Course Title:	Sociology in Everyday Life

Course Credits:	4	Gen Ed Category:	Social Science

Course Description:	Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: RD 115 or equivalent placement test scores.

Course Outcomes:	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events. 2. Evaluate social inequality and stratification systems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The sociological perspective teaches students how to examine social contexts, diverse cultures, societal structures and institutions, and stratification systems. This course actively encourages self-reflection on students' placements within these cultures and systems and their experiences in their daily lives, recognizing how their positions can lead to varying opportunities and privileges or barriers to success, as compared to different groups of people.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The sociological imagination allows students to look at the historical conditions and patterns that create social contexts, connecting personal experiences with public issues. Diverse cultures and societal structures shape institutions and stratification systems that offer varying opportunities and privileges or barriers to different categories of people around the world. The theoretical analyses of such complex social issues are grounded in critical evaluations of inequality and power differentials, from the personal to the global level.
C. Understanding of themselves and their natural and technological environments.	The course examines the impact of technological changes on the cultures and structures of society, at the macro and micro levels. From revolutions in societal types to changes in personal interactions, technology has intended and unintended consequences, leading to significant opportunities to study the role of technology in our everyday lives.
D. Ability to reason qualitatively and quantitatively.	This course introduces students to the core sociology theories, concepts and research methods. Students are taught how to examine and assess the source and quality of data trends and statistics. Using the diverse sociological theories, students also critically evaluate social phenomena through diverse lens and perspectives, allowing them to assess their own assumptions and the assumptions of differing theorists.
E. Ability to conceptually organize experience and discern its meaning.	This course uses the sociological perspective to teach students how to examine social issues, by locating themselves within social structures and cultures to reflect on their own experiences and the experiences of others. The sociological imagination allows students to consider their own socialization processes as well where they fit within the stratification systems in society.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	This course teaches students how to examine their place in society. It empowers students to identify the impact of stratification systems on the distribution of property, power, and prestige. Students are encouraged to participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

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.
You may delete the pages of this document that are not relevant for your request.

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events. 2. Evaluate social inequality and stratification systems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration
*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”?**	Sociology as a discipline is committed to the scientific analysis of social phenomena in order to understand human behavior. This course introduces students to the core sociological perspectives and theoretical analyses with which to examine complex relationships between social constructions (including culture, socialization, structure, institutions, stratification systems, and conflicts) and 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”?**	The course teaches students how to develop and use their sociological imagination to analyze their positions and experiences within social structures and cultures and reflect on their roles in society, in contrast to the diverse experiences that people might have in other groups throughout society and the world. Through reading, written assignments, class discussions and other assessment techniques, students have opportunities to develop their skills and insights on the world around them, with the foundational expectations that they will demonstrate respect for diversity, critical thinking, and collaboration in problem-solving.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 205	Course Title:	Social Change in Societies
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Explores how societies change by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals and our social institutions (such as the family, economy, politics, education, and religion). Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people and social institutions. 2. Locate themselves (connect their personal biography and social status with societal history) in the process of social change and social movements. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The sociological perspective teaches students how to examine social contexts, diverse cultures, societal structures and institutions, and stratification systems. This course actively encourages self-reflection on students' placements within these cultures and systems and their experiences in their daily lives, recognizing how their positions can lead to varying opportunities and privileges or barriers to success, as compared to different groups of people.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The sociological imagination allows students to look at the historical conditions and patterns that create social contexts, connecting personal experiences with public issues. Diverse cultures and societal structures shape institutions and stratification systems that offer varying opportunities and privileges or barriers to different categories of people around the world. The theoretical analyses of such complex social issues are grounded in critical evaluations of inequality and power differentials, from the personal to the global level.
C. Understanding of themselves and their natural and technological environments.	The course examines the impact of technological changes on the cultures and structures of society, at the macro and micro levels. From revolutions in societal types to changes in personal interactions, technology has intended and unintended consequences, leading to significant opportunities to study the role of technology in our everyday lives.
D. Ability to reason qualitatively and quantitatively.	This course introduces students to the core sociology theories, concepts and research methods. Students are taught how to examine and assess the source and quality of data trends and statistics. Using the diverse sociological theories, students also critically evaluate social phenomena through diverse lens and perspectives, allowing them to assess their own assumptions and the assumptions of differing theorists.
E. Ability to conceptually organize experience and discern its meaning.	This course uses the sociological perspective to teach students how to examine social issues, by locating themselves within social structures and cultures to reflect on their own experiences and the experiences of others. The sociological imagination allows students to consider their own socialization processes as well where they fit within the stratification systems in society.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	This course teaches students how to examine their place in society. It empowers students to identify the impact of stratification systems on the distribution of property, power, and prestige. Students are encouraged to participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

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.
You may delete the pages of this document that are not relevant for your request.

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events. 2. Evaluate social inequality and stratification systems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration
*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”?**	Sociology as a discipline is committed to the scientific analysis of social phenomena in order to understand human behavior. This course introduces students to the core sociological perspectives and theoretical analyses with which to examine complex relationships between social constructions (including culture, socialization, structure, institutions, stratification systems, and conflicts) and 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”?**	The course teaches students how to develop and use their sociological imagination to analyze their positions and experiences within social structures and cultures and reflect on their roles in society, in contrast to the diverse experiences that people might have in other groups throughout society and the world. Through reading, written assignments, class discussions and other assessment techniques, students have opportunities to develop their skills and insights on the world around them, with the foundational expectations that they will demonstrate respect for diversity, critical thinking, and collaboration in problem-solving.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 206	Course Title:	Social Problems
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The analysis of social problems integrates the critical analysis of complex social issues, with an examination of the objective conditions of problems and people's subjective perceptions of the problems. Students explore the

	cultural and structural causes of social problems and how such problems are embedded in stratified systems of power, privilege, and discrimination leading to differing experiences and consequences for individuals, varying groups of people, and different cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The sociological imagination allows students to look at the historical conditions and patterns that create social problems, connecting personal troubles with public issues. Diverse cultures and societal structures shape institutions and stratification systems that offer varying opportunities and privileges or barriers to different categories of people (including sex, race, ethnicity, class, age, sexuality, ability, etc.) around the world. The theoretical analyses of such complex social issues are grounded in critical evaluations of inequality and power differentials, from the personal to the global level.
C. Understanding of themselves and their natural and technological environments.	The course examines a variety of problems, including topics such as the impact of human actions on the environment, automation in the workplace, and globalization and the changing industrial world.
D. Ability to reason qualitatively and quantitatively.	Using diverse sociological theories and their sociological imagination, students critically examine social phenomena to analyze the causes and consequences of social problems and evaluate social actions and policies.
E. Ability to conceptually organize experience and discern its meaning.	This course uses the sociological perspective to teach students how to examine social issues, by locating themselves within social structures and cultures to reflect on their own experiences and the experiences of others. The sociological imagination allows students to consider problems they may face in their own lives and how the social context is a powerful force in shaping people's lives and society.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	This course teaches students how to examine their place in society. It empowers students to identify the impact of stratification systems on the distribution of property, power, and prestige. Students are encouraged to participate as active citizens in their societies and communities, via service-learning assignments. They are expected to demonstrate respect for diversity and collaborate in problem-solving.

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. You may delete the pages of this document that are not relevant for your request.

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
*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”?**	Sociology as a discipline is committed to the scientific analysis of social phenomena in order to understand human behavior. This course educates students to use sociological perspectives and theoretical analyses to examine the complex relationships between the causes and consequences of social problems and to critically evaluate the efficacy of solutions.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	The course teaches students how to develop and use their sociological imagination to analyze their positions and experiences within social structures and cultures and reflect on their roles in society, while examining the diverse experiences that people might have in other groups throughout society and the world. Through reading, written assignments, class discussions, service-learning, and other assessment techniques, students have opportunities to develop and demonstrate their skills and insights on the world around them, with the foundational expectations that they will demonstrate respect for diversity, critical thinking, and collaboration in problem-solving.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	S Rowan Wolf	rwolf@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	Soc 213	Course Title:	Diversity in the United States
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Examines a variety of topics such as race and ethnicity, gender, age, sexual orientation, social class, and related issues and concepts from a number of sociological perspectives. The course frames social status within the context of social structure and culture. We then examine how differences in status interact and are reinforced through both culture and social structure.		
Course Outcomes:	Students successfully completing this course will be able to do the following: 1. Identify and explain social patterns and processes involved in social stratification and social inequality, and identify both micro and macro impacts of social change and social structure. 2. Demonstrate their grasp of the difference between individualistic vs sociological perspectives of diversity, and approach issues from different sociological perspectives. 3. Demonstrate understanding of the relationship between culture, social stratification and social institutions - utilize critical thinking skills; 4. Analyze forces and impacts of social structure on individuals and social groups; 5. Coherently identify the construction and maintenance of socially constructed privilege in their own life, and the mechanisms of social organization – i.e. institutionalized privilege and discrimination; impacts of local or national policies and laws (gentrification for example).		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.	
A. Understanding of their culture and how it relates to other cultures.	This course thoroughly examines U.S. culture and social structure in relationship to both historical and contemporary environments and focuses on helping the student locate themselves in terms of status within U.S. society. Sociologically examining the array of status differences across the broad sweep of the U.S. helps students understand and function within the array of cultural and other differences that exist between status groups in the U.S. In this case, U.S. culture and social structure (historically and contemporarily) set the context of current experiences both inside the country and across the world. Students are encouraged to explore numerous types of status differences – even within their own individual life.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	I believe this was answered in “A.” However, we try to examine various components of historical events and social practice /policy. For example, women’s acquisition of citizenship – for “white” women, and for those deemed not “white”. Wives’ status as property and the husband’s ability to institutionalize their wives in some states for not fulfilling wifely “duties,” and how husbands were seen as responsible for the wife’s behavior. Further how these historical contexts were (and are still to some extent) embedded within contemporary gender roles.
C. Understanding of themselves and their natural and technological environments.	This is not really part of this particular course.
D. Ability to reason qualitatively and quantitatively.	This is stressed through critical discussion of course materials as well as reflective papers, and other assignments.
E. Ability to conceptually organize experience and discern its meaning.	The course offers the sociological imagination and the major sociological theoretical paradigms as a way of framing the world around us and our own experience within that world.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Implicit in this course is that inequality happens even when we may not know that it is. The task therefore becomes how to make decisions and take actions that create a fairer and more open society. By understanding the dynamics of social inequality and how social institutions and policy interact with (and are reinforced by) cultural values and “normal” activities, students are able to examine the present environment and act in the present rather than always discovering problems after they are already embedded.

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.*

Students successfully completing this course will be able to do the following:

1. Identify and explain social patterns and processes involved in social stratification and social inequality, and identify both micro and macro impacts of social change and social structure.
2. Demonstrate their grasp of the difference between individualistic vs sociological perspectives of diversity, and approach issues from different sociological perspectives.
3. Demonstrate understanding of the relationship between culture, social stratification and social institutions - utilize critical thinking skills;
4. Analyze forces and impacts of social structure on individuals and social groups;
5. Coherently identify the construction and maintenance of socially constructed privilege in their own life, and the mechanisms of social organization – i.e. institutionalized privilege and discrimination; impacts of local or national policies and laws (gentrification for example).

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

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

Students engage in analysis of a variety of topics and concepts in their papers, discussions and projects. Students may also engage in a service learning project. They are then required to analyze the organization and their experience in light of the course concepts and material.

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

By better understanding how social status operated in the United States, students are in a stronger position to understand the forces to which many were responding in an unconscious manner in the past. The course provides students with knowledge and skills to make decisions based upon their evaluation and understanding rather than making decisions influenced by forces many did not even know existed.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 215	Course Title:	Social Issues and Movements
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Explores important social issues and movements from around the world. Examines the impact of social changes and actions on individuals and social structures. Focuses on organized social responses and movements to social problems, utilizing a multi-cultural and critical-thinking approach. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	1. Apply sociological and multicultural perspectives to social issues and movements. 2. Examine the impacts of social changes and actions on people and social structures. 3. Assess historical and current organized responses to social problems, utilizing sociological theories and multidisciplinary research. 4. Appreciate the diversity of organized social responses to social issues and discover different ways to engage in society.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The critical analysis of local, regional, national, and international social issues and movements examines complex social phenomena, embedded in subjective cultural perceptions of problems and stratified systems of power, privilege, and discrimination leading to differing experiences and

	consequences for individuals, varying groups of people, and different cultures. The study of the cultural and structural organized responses to such problems connects the students to actions of citizens in their own cultures and in other cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The sociological imagination allows students to look at the historical conditions and patterns that create social problems, connecting personal troubles with public issues. The course examines historical and current issues and movements from around the world (including such topics as women's rights, civil rights, labor, the environment, and globalization), recognizing how diverse cultures and societal structures shape institutions and stratification systems that offer varying opportunities and privileges or barriers to different categories of people, thus leading to significant conflict. The theoretical analyses of such complex social issues and responses are grounded in critical evaluations of inequality and power differentials, from the personal to the global level.
C. Understanding of themselves and their natural and technological environments.	The course examines a variety of problems and human responses to changes and conflicts in society, including topics such as the environment, automation in the workplace, and the impact of globalization on economies, political systems, cultures, and the environment.
D. Ability to reason qualitatively and quantitatively.	Using diverse sociological theories, their sociological imagination, and multi-cultural research, students critically examine social phenomena to analyze the causes and consequences of social issues and evaluate organized social actions and policies in response to the issues.
E. Ability to conceptually organize experience and discern its meaning.	This course uses the sociological perspective to teach students how to examine social issues, by locating themselves within social structures and cultures to reflect on their own experiences and the experiences of others. The sociological imagination allows students to consider problems they may face in their own lives and how social contexts are powerful forces in shaping people's lives and society, plus their motivations and opportunities to address such issues. A key question is: "Is the personal political?"
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	This course teaches students how to examine their place in society. It empowers students to assess the impact of stratification systems on the distribution of property, power, and prestige. Students are encouraged to participate as active citizens in their societies and communities, via service-learning assignments and civic engagement. They are expected to identify opportunities to engage in their communities, demonstrate respect for diversity, and collaborate in problem-solving.

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.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

1. Apply sociological and multicultural perspectives to social issues and movements.
2. Examine the impacts of social changes and actions on people and social structures.
3. Assess historical and current organized responses to social problems, utilizing sociological theories and multidisciplinary research.
4. Appreciate the diversity of organized social responses to social issues and discover different ways to engage in society.

***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”?**

Sociology as a discipline is committed to the scientific analysis of social phenomena in order to understand human behavior. This course educates students on how to use sociological perspectives, theoretical analyses, and multi-disciplinary research to examine the complex relationships between the causes and consequences of social problems and to critically evaluate the efficacy of solutions, including behaviors in our own lives and organized responses in society.

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

The course teaches students how to develop and use their sociological imagination to analyze their positions and experiences within social structures and cultures and reflect on their roles in society, while examining the diverse experiences that people might have in other groups throughout society and the world, both historically and currently. Through reading, written assignments, class discussions, service-learning, and other assessment techniques, students have opportunities to develop and demonstrate their skills and insights on social issues in the world around them, with the foundational expectations that they will demonstrate respect

	for diversity, critical thinking, and collaboration in problem-solving.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Melody McMurry, Ed.D.	mmcmurry@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	Soc 218	Course Title:	Sociology of Gender
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	This course focuses on how socialization is affected by gender. Topics include how gender is reflected in culture through values, norms, language, media, power, violence, various theoretical approaches, significant social institutions, social movements, and issues.		
Course Outcomes:	Students successfully completing this course will be able to apply the sociological perspective to the causes and consequences of gender roles in our lives, in the world around us, and be able to identify and assess how interactions between gender, class, and race/ ethnicity contribute to the stratification of society		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	This course is multicultural via multiple theoretical perspectives in sociology; and has become more so through inclusion of international/global issues, events and understandings (i.e. "the matrix of power")
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	As above, gender through the ethnicity/race/class/sexualorientation matrix is the central theme of the course. Historical material re: feminist activism in the US compared with other nations is also to the course, as is the unique historical relationship each ethnic group experiences with US government (i.e, slavery, military conquest to acquire land and natural resources, the recruitment of cheap labor through immigration, etc.)

and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	How an individual student relates to the concept of gender personally is the essence of the course. Native American/indigenous and Ecofeminist perspectives can be explored along with the newer global climate change theories and “sustainability”
D. Ability to reason qualitatively and quantitatively.	Sociological readings for the course are both qualitative and quantitative
E. Ability to conceptually organize experience and discern its meaning.	Class is evaluated through multiple methods: reading and discussion, class presentations, service learning, video review, writing assignments including research and critiques
F. Aesthetic and artistic values.	Students may choose term projects which include the arts: poetry, visual art, video, graphic novels, video games, music/dance etc.
G. Understanding of the ethical and social requirements of responsible citizenship.	The roles of gender in community, social movements, as well as roles in politics from political campaigns to supreme court justice appointments are included in the content, plus students are given an option to meet course requirements through service learning in their communities
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. You may delete the pages of this document that are not relevant for your request.	

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Students will be able to apply the sociological perspective to causes and consequences of gender roles in daily life from the theoretical approaches of structure-functionalism, conflict theory, feminist theory, symbolic interactionist, postmodernist; etc. 2. Students will be able to apply the sociological perspective to causes and consequences of gender roles in the world around us (the above approaches as they relate to global, cross-cultural, or international examples (and theoretical approaches of market/modernization, dependency, world systems theory); 3. Students will be able to identify and assess how the matrix of power & inequality (age, class, ethnicity, gender, race, sexual orientation) contribute to inequality or social stratification in our society and globally. Such inequalities exist in all major social institutions: the family, religion, education, politics, the economy.
*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”?**	Perhaps in no other course does the student have to experience all the ramifications of being born one sex, gender, sexual orientation as well as generation (cohort), race, ethnicity, national origin as in this course. It is truly a cradle to the grave experience in terms of one's health, wage earning capacity, family status, predisposition to victimization (including poverty) by others, tendency to die in wars, right to citizenship, property ownership.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	The above ramifications of one's placement or status in the Matrix of power, leads students to examine the responses and solutions to these life statuses and concerns. The course attempts to empower the student with skills to write, argue, articulate, present the many opportunities to strive to change themselves and the world around them. Knowledge of laws, strategies for change, past achievements of various historical figures and movements insure the students' awareness that social and personal change is possible.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Chair	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC223	Course Title:	Sociology of Aging
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Explores the diversity of individual and population aging and their consequences for individuals, families, communities and societies, through a life course and social change perspective. Recommend: Introductory sociology course or instructor permission.		
Course Outcomes:	Students who successfully complete this course will be able to: 1. Use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies. 2. Analyze how the life course and life chances of diverse populations and groups are influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. 3. Use knowledge of the life course and population aging to plan and implement problem solving and social change strategies within social institutions and through social movements to address social inequalities across the life course. 4. Students earning the Gerontology AAS Degree or one or more of the Certificates will use the capstone Life Stories Project and other skills and knowledge acquired through this course in their professional portfolios.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The course explores the diversity of life course experiences or “life stories” for individuals, families, communities and societies, bringing a multi-disciplinary and multicultural perspective to bear on those experiences and their consequences within their own culture and across cultures, focusing on social structural and cultural factors that influence quality of life and life chances, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. The Life Stories Project is structured around finding common themes and contrasting social and cultural influences on inequalities and life chances. Students also review other students’ Projects.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The course examines cohort and generational factors influencing the life course and population aging; historical and cultural variations in age norms and roles; historical perspectives on aging and age status in various cultures, and in terms of social class, gender and other factors contributing to social inequalities; historical and cultural variations in age-related public policies; and the impact of historical events and changes in public policies on individual and group life chances over the life course (e.g., cumulative disadvantage and the quadruple jeopardy confronting poor, older women of color).
C. Understanding of themselves and their natural and technological environments.	The life course perspective, Life Stories Project, and the assignments contributing to that Project integrate reflection on their life stories subjects’ and the student’s own life and aging process, including the influence of biology and biological aging, as well as the differential impact of natural environment. The impact of technological developments and their influence on quality of life and the aging process are also considered.
D. Ability to reason qualitatively and quantitatively.	Assignments contributing to the Life Stories Project relate multidisciplinary research to the narratives of people of various ages and social situations, and include self-reflection on the same issues, leading to conclusions about the life course of diverse persons and groups. Students also work with demographic trends on a range of issues influencing the life course (like race and ethnicity, social-economic status, health and health care access, education, housing, employment) to set the experiences of their life stories subjects in a societal and global context.
E. Ability to conceptually organize experience and discern its meaning.	Students draw upon social theories and multidisciplinary perspectives that result in the “gerontological imagination” (adapted from C. Wright Mills’ “sociological imagination”) and a life course perspective that frames the consideration of individual and population aging and experiences across the lifespan and across cultures.
F. Aesthetic and artistic values.	Through the narrative gerontology and life review students employ in their life stories projects, students reflect on and experience aesthetic and artistic values through the importance and impact of those values on their life stories subjects.
G. Understanding of the ethical and social	The social change perspective incorporated throughout the course provides the framework for analyzing, planning and implementing problem solving and

requirements of responsible citizenship.	social change strategies within social institutions and through social movements, as students consider the ways in which public policies and societal practices differentially influence the life course and life chances of diverse persons and groups, how alternative policies and practices could lead to a higher quality of life and human development throughout the life course, and how advocacy and social movements can promote such positive change.

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.

You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

1. Use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies.
2. Analyze how the life course and life chances of diverse populations and groups are influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community.
3. Use knowledge of the life course and population aging to plan and implement problem solving and social change strategies within social institutions and through social movements to address social inequalities across the life course.

***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”?**

Through the capstone Life Stories Project, students engage in research, interviews, observations, and reflections on diverse life stories subjects and their own life, utilizing a life course perspective on questions and issues including how we are “aged by culture,” the explanatory power of micro and macro theories of aging, the biology and psychology of aging, social relations and supports, work and retirement, social inequalities reinforced through social institutions and public policies, demographic and historical trends. Through their written Projects, which they share through online and in person class discussions and with outside reviewers, they must demonstrate how they have met the course outcomes in utilizing social and multi-disciplinary theories and perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences; in analyzing how the life course and life chances of diverse populations and groups are influenced by social structural and cultural factors creating inequalities; and in suggesting how social change strategies could address the social inequalities demonstrated in the life course of their life stories subjects and their own life.

How does the course enable a student to “apply

The assignments and discussions contributing to their capstone Life Stories Projects open students to rich and varied experiences and reflections of

knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**

diverse people at various stages in their life spans on a range of issues. The accumulation of these longitudinal and cross-sectional accounts lead to many profound insights on the consequences of social inequalities, public policies, and personal choices that limit or expand life chances and enhance or depreciate the quality of life. Those accounts, together with their research on the range of issues considered in the course, provide a solid basis for self-reflection and personal growth, and a deepened appreciation of the difference all of those factors make in shaping the life course.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 228	Course Title:	Introduction to Environmental Sociology
Course Credits:	4	Gen Ed Category:	Social Science
Course Description:	Examines the relationship between society and the environment, with a focus on how industrialization and our increasing demand for natural resources has significantly impacted the planet's ability to meet the needs of humanity and other species. Explores the structural and cultural causes and consequences of such topics as production, consumption, population, development, pollution, and environmental justice and how to respond to these issues through policies and actions. Prerequisites: WR 115, RD 115 and MTH 20		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination to analyze the complex relationships between humans and the environment. 2. Assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment. 3. Identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.		

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	This course uses the sociological perspective to teach students how to examine social and environmental issues, by locating themselves within

to other cultures.	social structures and cultures to reflect on their own impacts on society and the environment and comparing and contrasting these models, beliefs, and behaviors with different cultures.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	This course uses the sociological perspective to teach students how to examine social and environmental issues, recognizing that the causes and consequences of these local, regional, national, and international issues are embedded in historical and current conditions based in varying structures and cultures, thus affecting diverse cultures and regions differently. With a focus on environmental justice and the "triple bottom line," students evaluate how strategies influence different societal structures and cultures and have varying impacts on economies, communities, and the environment.
C. Understanding of themselves and their natural and technological environments.	The course applies sociological perspectives to complex relationships between humans and the environment. With a focus on environmental justice and the "triple bottom line," students evaluate how strategies influence different societal structures and cultures and have varying impacts on economies, communities, and the environment.
D. Ability to reason qualitatively and quantitatively.	This course examines the causes and consequences of various environmental and social issues by applying sociological theories and multi-disciplinary research to assess the effects of human behavior on the natural and social worlds. Students also identify and critically evaluate possible strategies to solve these complex environmental and social problems.
E. Ability to conceptually organize experience and discern its meaning.	This course uses the sociological perspective to teach students how to examine social and environmental issues, by locating themselves within social structures and cultures to reflect on their own impacts on society and the environment. Various assignments have students reflect on their own values and behaviors to examine their experiences and lifestyles in relation to the environment.
F. Aesthetic and artistic values.	While we focus less on artistic qualities, the eco-philosophy and environmental ethics section address key questions around the social construction of nature and what nature means to us.
G. Understanding of the ethical and social requirements of responsible citizenship.	This course encourages students to assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment. It empowers students to identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

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.

You may delete the pages of this document that are not relevant for your request.

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
Criteria:	
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.	
List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Apply sociological perspectives and use their sociological imagination to analyze the complex relationships between humans and the environment. 2. Assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment. 3. Identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	The course applies sociological perspectives and theoretical analyses to the complex relationships between humans and the environment, assessing the effects of human behavior on the natural and social worlds.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	The course teaches students how to develop and use their sociological imagination to analyze the complex relationships between humans and the environment and locate themselves within social structures and cultures to reflect on their impacts on society and the environment. It also identifies possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Chair	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC230	Course Title:	Intro to Gerontology
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Introduces current practice, programs, and policies in the field of gerontology. Addresses professional standards of practice and service delivery, as well as advocacy and policy directions, from a person-directed perspective, responsive to social inequalities and cultural diversity. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.		
Course Outcomes:	Students who successfully complete this course will be able to: 1. Assess professional practice, programs, and policies in the field of gerontology, using social theories and multidisciplinary and multicultural perspectives on aging persons and societies. 2. Plan and implement appropriate and effective programs, policies, and social change strategies for and with older adults of diverse ages, abilities, nationalities, races/ethnicities, social classes, genders, sexual orientations, and religious or spiritual communities. 3. For students earning the Gerontology AAS Degree or one or more of the Certificates, work with confidence as a professional in the field of gerontology, and further the development of their professional portfolios.		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Students are introduced to the professional practice in the field of gerontology, across a range of programs and policies related to health, longevity, and healthcare; care of older adults in families and long term care facilities; housing, living arrangements, and livable communities; work and retirement, with an emphasis on public policy and employment practices; dying, death, and bereavement; public and private programs addressing inequalities and diversity of the aging population, public social services, Medicare, Medicaid, and Social Security; elder abuse and neglect and adult protective services; and the politics of aging, social policy, social movements, and advocacy. Through their assignments and discussions, involving case studies, program assessments, policy reviews and other professional practices in these areas, students develop an awareness of their own cultural experiences and biases, as well as the needs, experiences and desires of persons and groups of diverse cultural backgrounds and social characteristics (including age, abilities, nationality, social class, gender, sexual orientation, religious or spiritual community) as they interface with public and private programs, agencies, and organizations.
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.	Throughout the course, students are introduced to historical practices, programs, and policies within the United States (including differential treatment of persons and groups based on diverse cultural backgrounds and social characteristics); and they are also introduced to a range of approaches globally in both developed and developing countries. In all of areas detailed under (A), there have been and continue to be systematic and institutionalized abuses, inequalities, and discrimination on the basis of age, abilities, marital status (especially of older single women), race/ethnicity, social class, gender, sexual orientation and other social characteristics. Students are introduced to historical struggles in these areas, and current culture change efforts and public policy debates that they (and their families) are also experiencing.
C. Understanding of themselves and their natural and technological environments.	This course does consider technological developments that have improved the lives and care of older adults, considers the ethical debates surrounding some of them (in terms of privacy and capacity concerns), and examines differential access to technologies particularly based on race/ethnicity, social class, and in some cases, gender.
D. Ability to reason qualitatively and quantitatively.	Students develop familiarity and facility with program assessment tools, statistical data on the range of programs and services studied, and the economics of public programs like Medicare, Medicaid and Social Security. They also engaged in debates and controversies regarding quality of life, decision-making and autonomy of adults, and other issues requiring a qualitative approach.
E. Ability to conceptually organize experience and discern its meaning.	Assignments throughout the course, including the capstone Applied Research Project, case studies, program assessments and policy reviews require that students organize their knowledge, experience, and research according to professional standards, and articulate their reasoning and conclusions.

F. Aesthetic and artistic values.	Aesthetic and artistic values are touched upon through their role and expression older adult programs and services, as well as the critical role of creativity in later life, but this is not a primary focus of the course.
G. Understanding of the ethical and social requirements of responsible citizenship.	Advocacy and leadership in the profession of gerontology are emphasized throughout the course, as critical factors for social change in aging programs and services. The focus on the politics of aging, social policy, social movements, and advocacy examines multiple levels in which gerontologists have shaped programs and policies that protect the vulnerable and enhance the quality of life of all persons and groups across the life course.

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.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

1. Assess professional practice, programs, and policies in the field of gerontology, using social theories and multidisciplinary and multicultural perspectives on aging persons and societies.

2. Plan and implement appropriate and effective programs, policies, and social change strategies for and with older adults of diverse ages, abilities, nationalities, races/ethnicities, social classes, genders, sexual orientations, and religious or spiritual communities.

***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”?**

Through case studies, program assessments, policy reviews and their Applied Research Projects, students are focusing on professional practices, programs and policies in the field and applying their analytical skills to those projects. Human behavior is viewed in its social and institutional context, including social inequalities, stratification, and diversity. Social problems such as elder abuse and neglect, age discrimination in employment, homelessness, or inadequate access to quality healthcare are similarly considered as structural issues requiring personal advocacy and social change strategies to address.

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”?**

In aging services and programs, the professional roles students are learning include both personal and political elements. Students draw on their personal and family experiences with the issues we address and are also stretched to consider the differential impact of practices, programs, and policies addressing older adults on diverse persons and groups. They learn that as we age, we become not more alike, but more different, and the diversity challenges confronting the U.S. and countries around the world are further compounded by ageism.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Erica G. Srinivasan	erica.srinivasan@pcc.edu

SAC Chair	Name	E-mail Address
	Jan ABushakrah	jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 231	Course Title:	Sociology of Health and Aging
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Provides an introduction to age related health issues in social and cultural context. Topics include the social structuring of age, health and illness; demographics and patterns of health and illness of older adults; issues related to medical and healthcare services; health and long-term care policy and programs.		
Course Outcomes:	Students who successfully complete this course will be able to: A. Use sociological theories and multi-disciplinary perspectives to analyze how the health and aging process of diverse populations is influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. B. Use resources and services to work with families and older adults to plan for culturally and socially appropriate aging in place, healthcare needs, and care management. C. Analyze how well current health policies , programs, and public and private settings meet the needs for and promote a safe and healthy aging process D. If enrolled in the Gerontology Certificate or Degree Program, use the projects in this course to contribute to their professional portfolio		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	This course thoroughly examines aging and health in the context of U.S. culture and social structure, and its relation to health and aging in other social and cultural contexts. Students are required to reflect upon their own health and aging experience and examine the social, economic, cultural, individual, and family influences that impact their own aging process. A thorough examination of theories and perspectives through course readings, and discussions are studied to further understand the wide variety of cultural approaches within the U.S., as well as globally.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	As mentioned in part "A," students reflect upon their own health and aging experiences and individual (including gender), family, social, cultural, and economical impacts. Historical and global perspectives are explored through course readings, discussions, and assignments. For example, we review the variety of historical changes in care facilities, and global perspectives toward aging to understand how to best meet the needs of the current aging population. Historically, there has been a shift in care approaches in care facilities. Currently care is "person-directed," with a focus on residents' needs, and lasting relationships with caregivers and family. Previously, care was institutional based, following a medical model, in which relationships between staff and residents were not encouraged, and residents were required to follow a strict schedule for meals and care set by the facility, rather than following the needs and desires of the residents. With person-centered care, residents are given more choice, and the environment is more "home-like", rather than clinical. In SOC 231, we review these changes, and examine how to further improve person-centered care, drawing on current approaches, personal ideas and experiences, and global approaches.
C. Understanding of themselves and their natural and technological environments.	This was touched upon briefly in A, and B. Students reflect upon their own health and aging experiences and individual (including gender), family, social, cultural, and economical impacts through essay assignments, and lecture material. In terms of technology, we have a unit and discussion devoted to current aging technology that can assist people to age in place, at home. In addition to understanding these technologies, we also discuss the benefits, drawbacks, and ethics behind these technologies. For example, do technologies that monitor older adults' cholesterol levels and report them back to family members and doctors violate privacy issues?
D. Ability to reason qualitatively and quantitatively.	Discussions and assignments require students to reflect on their personal experiences and to support ideas with current research.
E. Ability to conceptually organize experience and discern its meaning.	We examine issues from an individual, family, and greater social perspective. Through readings, discussions, and assignments, students can see how the three are interconnected, and influence each other.

F. Aesthetic and artistic values.	We have a unit on creativity and aging. Students explore how creativity can positively impact health.
G. Understanding of the ethical and social requirements of responsible citizenship.	A main focus of this course is how to best assist family members and ourselves as we age. Students look at current services and resources and evaluate the benefits of these services, and how they can improve upon them. We also examine current social policies and discuss if they are ethical, are meeting the aging population's needs, and how they too can be improved upon.

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.
You may delete the pages of this document that are not relevant for your request.

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.*

Students who successfully complete this course will be able to:

- A. Use sociological theories and multi-disciplinary perspectives to analyze how the health and aging process of diverse populations is influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community.
- B. Use resources and services to work with families and older adults to plan for culturally and socially appropriate aging in place, healthcare needs, and care management.
- C. Analyze how well current health policies, programs, and public and private settings meet the needs for and promote a safe and healthy aging process
- D. If enrolled in the Gerontology Certificate or Degree Program, use the projects in this course to contribute to their professional portfolio

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

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

Students engage in analysis of services, resources, and social policies through course reading, discussions, and assignments. They are also required to reflect on their own experience in light of their analysis.

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

Students examine theoretical and conceptual perspectives about how we age, and evaluate current policies, services and resources in order to understand how to best support healthy aging. In this process, students better understand their own aging process, and how they can improve quality of life for themselves, family members, and the greater community. Individual efforts are examined, such as implementing healthy habits, and community efforts are examined, such as how to improve services and policies to best meet the aging population's needs.

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Erica Srinivasan	erica.srinivasan@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith Jan Abushakrah	kdsmith@pcc.edu jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@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:	Soc 232	Course Title:	Death & Dying: Culture & Issues
Course Credits:	4	Gen Ed Category:	Social Science

Course Description:	Introduces the student to the institution of death in the United States. Course content includes a broad multi-cultural, interdisciplinary approach, including sociological, psychological, historical, ethical, cultural, and religious approaches to death, dying, and bereavement across the lifespan. Recommend: SOC 204, 205, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Prerequisites: WR 115, RD 115, MTH 20 or equivalent placement test scores. Recommend: Soc 204, Soc 205 or their equivalent. This course is a core course of the Gerontology Certificate/Degree Program.

Course Outcomes:	Upon completion of this course, the student will be able to: - Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan - Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective, and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds. - Explore individual and family grief and bereavement issues through an understanding of theories, models of coping, spiritual, religious, and cultural beliefs, and end of life practices and institutions, including care facilities, burial practices, funeral homes, crematoriums, and cemeteries.

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

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

A. Understanding of their culture and how it relates to other cultures.	This course thoroughly examines, from an interdisciplinary and multicultural frame of reference, the different aspects of death and dying and bereavement. We study diverse U.S. societies and cultures in relationship with both historical and contemporary structures, helping students to have both a historical and cross-cultural understanding of death, dying, and bereavement processes. We emphasize that death is both a universal and cross-cultural process shared by all living things. Students become acquainted with the diversity of death-related rituals and beliefs found in various cultures around the world. Students also analyze the impact of various beliefs and practices as it relates to their own lives, on both an individual and family level. Students engage in continuous examination and reflection of the impact of cross-cultural movements and global issues, e.g., nuclear processes and dangers, terrorism, war, world hunger, assisted death and euthanasia, and population growth.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students reflect upon their own experiences with and viewpoints of death and dying and individual (including gender), family, social, cultural, historical, and economical impacts. Historical and global perspectives are explored through course readings, discussions and assignments. For example, we review historical changes in how and where the dying are cared for, both in the U.S., and globally, and discuss how these changes contribute to the quality of dying and bereavement processes. We examine changing gender roles historically and across cultures in relation to death, dying, and bereavement processes. For example, we examine the role of the women and men across cultures in care-giving for the dying, and in preparing the body of the deceased for burial, and other important rites and rituals.
C. Understanding of themselves and their natural and technological environments.	Students reflect upon their own views of and experiences with death, dying, and grief. In this process, locations of death, such as home, hospital, and care facilities, and end-of-life technology, such as life-sustaining equipment are examined and analyzed for their impact on end-of-life processes.
D. Ability to reason qualitatively and quantitatively.	Discussions and assignments require students to reflect on their personal experiences and others' experiences and to support ideas with current research.

E. Ability to conceptually organize experience and discern its meaning.	We use the major sociological and other appropriate social sciences theoretical paradigms as a way of framing the processes of death and dying, and our understanding and experience of them. We also examine issues from an individual, family, and greater social perspective. Through reading, discussions, and assignments, students can see how the three are interconnected, and influence each other.
F. Aesthetic and artistic values.	We review themes of loss and death in music, literature, and the visual arts. This review also gives insights into other cultures' death practices and practices during different historical periods. We also explore the role of music and art therapy in coping with illness and working with grief.
G. Understanding of the ethical and social requirements of responsible citizenship.	An important focus of this course is addressing the ethical issues concerning death and dying, particularly as it concerns the role that medical technology plays in these processes. As medical technologies evolve and assume greater importance in individual care, society at large and individuals, in particular, are confronted by situations that involve difficult ethical issues. Students explore the role of life-sustaining technology, healthcare and end of life policies, and issues relating to autonomy, beneficence and justice that apply to end-of-life decision making.

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.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:

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

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- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

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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.*

Students successfully completing this course will be able to do the following:

- Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan
- Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective, and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds.
- Explore individual and family grief and bereavement issues through an understanding of theories, models of coping, spiritual, religious, and cultural beliefs, and end of life practices and institutions, including care facilities, burial practices, funeral homes, crematoriums, and cemeteries.

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

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

Students engage in analysis of theories, services, resources, and social policies through course reading, discussions, and assignments. They are also required to reflect upon their own experience in light of their analysis

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse

By learning the various issues, concepts, theoretical frameworks, programs and social policies regarding death, dying, and bereavement, students understand how they can improve end of life processes for themselves, family members, and the greater community.

social world in which we live"? **	

**Note: Between your answers to the two outcomes questions above, you need to address all five 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:	SOC 204	Course Title:	Sociology in Everyday Life

Course Description:	Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: RD 115 or equivalent placement test scores.

Course Outcomes:	1. Apply the sociological perspective (or sociological imagination) in their everyday lives, to reflect on structural and cultural contexts and current events. 2. Evaluate social inequality and stratification systems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Apply the sociological perspective (or sociological imagination) in their everyday lives, to reflect on structural and cultural contexts and current events. 2. Evaluate social inequality and stratification systems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

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

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The sociological perspective teaches students how to examine social contexts, diverse cultures, societal structures and institutions, and stratification systems. This course actively encourages self-reflection on students’ placements within these cultures and systems, recognizing how their positions can lead to varying opportunities and privileges or barriers to success, as compared to different groups of people. The theoretical analyses of such complex social issues are grounded in critical evaluations of inequality and power differentials, recognizing the historical and current causes and consequences that have created these conditions.

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

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 206	Course Title:	Sociology in Everyday Life

Course Description:	Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and	1. Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and policies. 2. Locate themselves within social contexts (connect their personal

Criteria.	biography and social status with societal history) to reflect on the processes that shape and address social problems. 3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	

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

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

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

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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:	SOC 211	Course Title:	Peace and Conflict

Course Description:	Explores the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict are considered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.. 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.

	5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. (meets Cultural Literacy Criteria # 1) 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future. (meets Cultural Literacy Criteria # 2) 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. (meets Cultural Literacy Criteria "A" and "C") 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. (meets Cultural Literacy Criteria "A" and "C")
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.	PS 211 Peace and Conflict meets the Cultural Literacy in the following manner: Examines historical and contemporary case studies of peace activists and movements for change. Students are challenged to show respect for others, sensitivity to claims of exploitation, and the need to build communities of understanding. Students reflect upon their own personal values comparing and contrasting these with those reflected in the peace activists and movements studied in the course. Course Outcome # 1 meets Cultural Literacy Criteria # 1 Course Outcome # 2 meets Cultural Literacy Criteria # 2 Course Outcomes # 3 and 4 meet Cultural Literacy Criteria “A” and “C”

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

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

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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:	Soc 213	Course Title:	Diversity in the United States

Course Description:	Examines a variety of topics such as race and ethnicity, gender, age, sexual orientation, social class, and related issues and concepts from a number of sociological perspectives. The course frames social status within the context of social structure and culture. We then examine how differences in status interact and are reinforced through both culture and social structure. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Students successfully completing this course will be able to do the following: 1. Identify and explain social patterns and processes involved in social stratification and social inequality, and identify both micro and macro impacts of social change and social structure. 2. Demonstrate their grasp of the difference between individualistic vs sociological perspectives of diversity, and approach issues from different sociological perspectives. 3. Demonstrate understanding of the relationship between culture, social stratification and social institutions - utilize critical thinking skills; 4. Analyze forces and impacts of social structure on individuals and social groups; 5. Coherently identify the construction and maintenance of socially constructed privilege in their own life, and the mechanisms of social

	organization – i.e. institutionalized privilege and discrimination; impacts of local or national policies and laws (gentrification for example).
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Identify and explain social patterns and processes involved in social stratification and social inequality, and identify both micro and macro impacts of social change and social structure. 2. Demonstrate their grasp of the difference between an individualistic vs sociological perspectives of diversity, and approach issues from different sociological perspectives. 3. Demonstrate understanding of the relationship between culture, social stratification and social institutions - utilize critical thinking skills; 4. Analyze forces and impacts of social structure on individuals and social groups; 5. Coherently identify the construction and maintenance of socially constructed privilege in their own life, and the mechanisms of social organization – i.e. institutionalized privilege and discrimination; impacts of local or national policies and laws (gentrification for example).
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course utilizes a variety of assignments (reading, videos, interactive tests, discussion, and reflective papers) which examine both the roots of many forms of social difference which has become embedded within society. Other examples show how the structuring of privilege and inequality are interrelated to each other and play out in the current time period – and in student’s own lives. This allows students to see how the past impacts the present and how what we do now (and change now) may impact the future. The course explicitly focuses on the social and societal contexts that inform cultural diversity and social inequality.

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

Person Submitting This Request	Name	E-mail Address
	S Rowan Wolf	rwolf@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

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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.

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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:	SOC 214A	Course Title:	Illumination Project 1

Course Description:	This is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. This course requires Instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Students in this course will create live interactive theater performances that will be toured throughout PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

Course Outcomes:	Specific to SOC 214A students will: - Build community within the class itself, creating a model on which to base later involvement in the greater PCC community - Analyze how institutional oppression has affected their personal lives - Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. - Learn to creatively express problems and solutions inherent in the social structure of our community. Over the course of all three terms the participating students will:

	• Improve communication skills in listening, speaking, and writing. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create positive change. • Increase awareness of the skills needed for healthy relationships. • Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals. • Increase awareness of own strengths, values, beliefs, feelings, and important learning from life. • Increase self-esteem and self-confidence. • Increase desire and ability to persist in college. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Develop skills around creating sustainable and respectful communities • Acquire facilitation and conflict resolution skills. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Analyze how institutional oppression has affected their personal lives. • Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. • Learn to creatively express problems and solutions inherent in the social structure of our community. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create positive change. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

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

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The <i>Illumination Project 1 SOC 214A</i> curriculum clearly addresses the Cultural Literacy criteria. The curriculum not only covers current research and theory on institutional oppression but also cultural and historical perspectives around “difference”. Students identify and analyze issues of difference in regards to social location, the effects of oppression on individuals and society, and the best practices to challenge oppressive behavior. In the Illumination Project we thoroughly explore issues of power and privilege and how intuitions perpetuate systematic discrimination. Issues addressed specifically include societal and individual concepts and attitudes around race, class, gender, religion, sexual orientation, age and ability. The course also examines how those attitudes influence our social structures and policies and contribute to social stratification and systems of inequality. Additionally students study how complex social issues relate to their own lives and the evolution of diverse cultural ideas, behaviors and issues on the PCC community. Through both our in-class work and our community performances we improve student’s ability to listen to and empathize with diverse opinions and experiences.

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

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

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Cultural Literacy Designation Request Form

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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:	SOC 214B	Course Title:	Illumination Project 2

Course Description:	This is the second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation social change interventions, creative production and basic acting. Prerequisites: SOC 214A and its prerequisite requirements and instructor permission. Students in this course will create live interactive theater performances that will be toured throughout PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

Course Outcomes:	Specific to SOC 214B students will: • Identify common themes of social inequality and create interactive theater pieces based on those themes • Develop and improve group processing and communication skills. • Use conflict negotiation and facilitation skills to work with individuals and audience members around issues of oppression. • Work on committees to create and produce performances. • Engage in active listening, dialogue and community building. • Perform interactive social change plays for the greater PCC community.

	Over the course of all three terms the participating students will: • Improve communication skills in listening, speaking, and writing. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create positive change. • Increase awareness of the skills needed for healthy relationships. • Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals. • Increase awareness of own strengths, values, beliefs, feelings, and important learning from life. • Increase self-esteem and self-confidence. • Increase desire and ability to persist in college. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Develop skills around creating sustainable and respectful communities • Acquire facilitation and conflict resolution skills. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Identify common themes of social inequality and create interactive theater pieces based on those themes • Use conflict negotiation and facilitation skills to work with individuals and audience members around issues of oppression. • Perform interactive social change plays for the greater PCC community. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create positive change. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

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

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

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The <i>Illumination Project 2 SOC 214B</i> curriculum clearly addresses the Cultural Literacy criteria. The curriculum not only covers current research and theory on institutional oppression but also cultural and historical perspectives around “difference”. Through both our in-class work and our community performances students identify and analyze issues of difference in regards to social location, the effects of oppression on individuals and society, and the best practices to challenge oppressive behavior. In the <i>Illumination Project</i> we thoroughly explore issues of power and privilege and how intuitions perpetuate systematic discrimination. Issues addressed specifically include societal and individual concepts and attitudes around race, class, gender, religion, sexual orientation, age and ability. The course also examines how those attitudes influence our social structures and policies and contribute to social stratification and systems of inequality. Additionally students study how complex social issues relate to their own lives and the evolution of diverse cultural ideas, behaviors and issues on the PCC community. Through both our in-class work and our community performances we improve student’s ability to listen to and empathize with diverse opinions and experiences.

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

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

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Cultural Literacy Designation Request Form

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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:	SOC 214C	Course Title:	Illumination Project 3

Course Description:	This is the third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. Prerequisites: SOC 214A and SOC 214B and their prerequisite requirements and instructor permission. Students in this course will create live interactive theater performances that will be toured throughout PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

Course Outcomes:	Specific to SOC 214C students will: • Apply conflict negotiation and facilitation skills while working with individuals and audience members around issues of oppression. • Work on committees to create and produce performances. • Compare and contrast the personal and audience response to the topic last term and this term. • Perform interactive social change plays for the greater PCC community. • Facilitate interactions between audience and actors. • Analyze the effect the performances have had on the PCC community,

	the class and themselves. Over the course of all three terms the participating students will: • Improve communication skills in listening, speaking, and writing. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create positive change. • Increase awareness of the skills needed for healthy relationships. • Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals. • Increase awareness of own strengths, values, beliefs, feelings, and important learning from life. • Increase self-esteem and self-confidence. • Increase desire and ability to persist in college. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Develop skills around creating sustainable and respectful communities • Acquire facilitation and conflict resolution skills. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Identify common themes of social inequality and create interactive theater pieces based on those themes • Use conflict negotiation and facilitation skills to work with individuals and audience members around issues of oppression. • Perform interactive social change plays for the greater PCC community. • Analyze the effect the performances have had on the PCC community, the class and themselves. • Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own. • Gain skills to intervene in oppressive situations and take action to create positive change. • Develop a sense of the history and usefulness of social change theater and popular education learning strategies. • Identify ways in which personal experience informs our classroom and learning culture. • Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to “identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference”? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The <i>Illumination Project 3 SOC 214C</i> curriculum clearly addresses the Cultural Literacy criteria. The curriculum not only covers current research and theory on institutional oppression but also cultural and historical perspectives around “difference”. Through both our in-class work and our community performances students identify and analyze issues of difference in regards to social location, the effects of oppression on individuals and society, and the best practices to challenge oppressive behavior. In the <i>Illumination Project</i> we thoroughly explore issues of power and privilege and how intuitions perpetuate systematic discrimination. Issues addressed specifically include societal and individual concepts and attitudes around race, class, gender, religion, sexual orientation, age and ability. The course also examines how those attitudes influence our social structures and policies and contribute to social stratification and systems of inequality. Additionally students study how complex social issues relate to their own lives and the evolution of diverse cultural ideas, behaviors and issues on the PCC community. Through both our in-class work and our community performances we improve student’s ability to listen to and empathize with diverse opinions and experiences.

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

Person Submitting This Request	Name	E-mail Address
	Jeannie LaFrance	jlafranc@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@pcc.edu

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Cultural Literacy Designation Request Form

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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:	SOC 215	Course Title:	Social Issues and Movements

Course Description:	Explores important social issues and movements from around the world. Examines the impact of social changes and actions on individuals and social structures. Focuses on organized social responses and movements to social problems, utilizing a multi-cultural and critical-thinking approach. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Apply sociological and multicultural perspectives to social issues and movements. 2. Examine the impacts of social changes and actions on people and social structures. 3. Assess historical and current organized responses to social problems, utilizing sociological theories and multidisciplinary research. 4. Appreciate the diversity of organized social responses to social issues and discover different ways to engage in society.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Apply a sociological and multicultural perspective to social issues and movements. 2. Examine the impacts of social changes and actions on people and social structures. 3. Assess historical and current organized responses to social problems,

	utilizing sociological theories and multidisciplinary research. 4. Appreciate the diversity of organized social responses to social issues and discover different ways to engage in society.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course uses the sociological perspective to teach students how to examine social issues, diverse cultures, societal structures, stratification systems, and the strategies people use to address problems. It actively applies theoretical analyses and multi-cultural perspectives to encourage student reflection on the historical and current conditions that create inequality and power differentials that place different groups in conflict with each other. Critical thinking is paired with an appreciation for the diversity of organized social responses to social issues, promoting student discovery of different ways to engage in society.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu
SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@pcc.edu

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Cultural Literacy Designation Request Form

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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:	Soc 218	Course Title:	Sociology of Gender

Course Description:	This course focuses on how socialization is affected by gender, Topics include how gender is reflected in culture through values, norms, language, media, power, violence, various theoretical approaches, significant social institutions, social movements, and issues.

Course Outcomes:	Students successfully completing this course will be able to apply the sociological perspective to the causes and consequences of gender roles in our lives, and in the world around us, and be able to identify and assess how interactions between gender, class, and race/ethnicity contribute to the stratification of society.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Students will be able to apply the sociological perspective to causes and consequences of gender roles in daily life from the theoretical approaches of structure-functionalist, conflict theory, feminist theory, symbolic interactionist, post-modernists. 2. Students will be able to apply the sociological perspective to causes and consequences of gender roles in the world around us (the above approaches as they relate to global, cross-cultural, or international examples (and theoretical approaches of market/modernization, dependency, or world-systems theories); 3. Students will be able to identify and assess how the matrix of power & inequality (age, class, ethnicity, gender, race, sex, sexual orientation) contribute to inequality or social stratification in our society and globally

	4. Students will be able to analyze course content and assignments related to current events and trends, and to identify how such societal problems can be remedied through citizen participation/activism.

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.	Students learn how to identify/analyze complex patterns of inequality and discrimination by reading, writing, class and small group discussion and through designing/formulating/completing projects which review through research the complex web identified as the “matrix of power” (the societal interaction and consequences of age, class, ethnicity, gender, race, sex, and sexual orientation) in any given society, as well as specific societal institutions such as the family, education, religion, politics, the military, law, economy and work. Recognizable patterns of difference (social patterns and processes such as language and legal rights) are regularly discussed in class as are the responses and remedies to patterns of discrimination, prejudice, and exclusion. Students are encouraged to apply theories through practice in real life circumstances, in organizations, in community activities through service learning and student activism.

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

Person Submitting This Request	Name	E-mail Address
	Melody McMurry, Ed.D., Sociology	mmcmurry@pcc.edu

SAC Chair	Name	E-mail Address
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SAC Admin Liaison	Name	E-mail Address
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Cultural Literacy Designation Request Form

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2. Meet the state-wide Cultural Literacy Outcome:

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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:	SOC223	Course Title:	Sociology of Aging

Course Description:	Explores the diversity of individual and population aging and their consequences for individuals, families, communities and societies, through a life course and social change perspective. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.

Course Outcomes:	1. Use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies. 2. Analyze how the life course and life chances of diverse populations and groups are influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. 3. Use knowledge of the life course and population aging to plan and implement problem solving and social change strategies within social institutions and through social movements to address social inequalities across the life course. 4. Students earning the Gerontology AAS Degree or one or more of the Certificates will use the capstone Life Stories Project and other skills and knowledge acquired through this course in their professional portfolios.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies. 2. Analyze how the life course and life chances of diverse populations and groups are influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. 3. Use knowledge of the life course and population aging to plan and implement problem solving and social change strategies within social institutions and through social movements to address social inequalities across the life course.
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.	All of the assignments and discussions in the course involve research, interviews with people across the lifespan (especially in the later years), observations and reflections on a range of questions and issues, including how we are “aged by culture,” the explanatory power of micro and macro theories of aging, biological and psychological age-related issues, social relations and supports, work and retirement, social inequalities reinforced through social institutions and public policies, demographic and historical trends and how they influence social inequalities and life chances. These assignments form the core of their Life Stories Projects, through which they must demonstrate their ability to analyze the practices, values, and beliefs represented in their diverse life stories, set them in historical and cultural context, and develop an empathetic understanding of how diverse life courses including their own are shaped by multiple social structural and cultural forces, resulting in social inequalities and stratification. These insights lay the foundation for considering advocacy and social change strategies to address those issues.

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

Person Submitting This Request	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Chair	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 228	Course Title:	Introduction to Environmental Sociology
Course Description:	Examines the relationship between society and the environment, with a focus on how industrialization and our increasing demand for natural resources has significantly impacted the planet's ability to meet the needs of humanity and other species. Explores the structural and cultural causes and consequences of such topics as production, consumption, population, development, pollution, and environmental justice and how to respond to these issues through policies and actions. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	1. Apply sociological perspectives and use their sociological imagination to analyze the complex relationships between humans and the environment. 2. Assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment. 3. Identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.		
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural	2. Assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment.		

Literacy Outcome and Criteria.	3. Identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	This course uses the sociological perspective to teach students how to examine social and environmental issues, recognizing that the causes and consequences of these local, regional, national, and international issues are embedded in historical and current conditions that create inequality and power differentials, thus placing different groups in conflict with each other and affecting diverse cultures and regions differently. With a focus on environmental justice and the "triple bottom line," students evaluate how strategies influence different societal structures and cultures and have varying impacts on economies, communities, and the environment. Critical thinking is paired with an appreciation for the diversity of organized social responses to social and environmental issues, promoting student discovery of different ways to engage in society.

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

Person Submitting This Request	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith	kdsmith@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC230	Course Title:	Introduction to Gerontology

Course Description:	Introduces current practice, programs, and policies in the field of gerontology. Addresses professional standards of practice and service delivery, as well as advocacy and policy directions, from a person-directed perspective, responsive to social inequalities and cultural diversity. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.

Course Outcomes:	Students who successfully complete this course will be able to: 1. Assess professional practice, programs, and policies in the field of gerontology, using social theories and multidisciplinary and multicultural perspectives on aging persons and societies. 2. Plan and implement appropriate and effective programs, policies, and social change strategies for and with older adults of diverse ages, abilities, nationalities, races/ethnicities, social classes, genders, sexual orientations, and religious or spiritual communities. 3. For students earning the Gerontology AAS Degree or one or more of the Certificates, work with confidence as a professional in the field of gerontology, and further the development of their professional portfolios.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Assess professional practice, programs, and policies in the field of gerontology, using social theories and multidisciplinary and multicultural perspectives on aging persons and societies. 2. Plan and implement appropriate and effective programs, policies, and social change strategies for and with older adults of diverse ages, abilities, nationalities, races/ethnicities, social classes, genders, sexual orientations, and religious or spiritual communities.
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.	All of the readings, assignments, and discussions in this course are designed for students to examine the social structural and cultural influences (including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientations, and religious or spiritual community) on the delivery of aging services and programs and the development of aging policies, which in turn have a differential impact on diverse persons and groups. Through their research, case studies, program assessments, and policy reviews, they gain awareness of historical changes and cultural differences in issues such as models of long term care, living arrangements, healthcare, employment and retirement policy, and the power relationships and conflicting interests involved in implementing programs and policies or adapting them to meet the needs of diverse groups. Students bring together their knowledge and practical skills in the capstone Applied Research Project, in which they address a particular issue or program affecting older adults, applying evidence-based practices and research findings to their proposed practice, program or policy, and framing their proposal in terms that are culturally appropriate. They present their projects to outside reviewers, including professionals and consumers who would benefit from the proposal, and review each others projects, which reinforces their attention to diversity and difference.

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

Person Submitting This Request	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Chair	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondara	bgondara@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:	SOC 231	Course Title:	Sociology of Health and Aging
Course Description:	Introduces age-related health issues in social and cultural context. Topics include the social structuring of age, health and illness; demographics and patterns of health and illness of diverse older adults; issues related to medical and healthcare services; health and long-term care policy and programs. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	A. Use sociological theories and multi-disciplinary perspectives to analyze how the health and aging process of diverse populations is influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. B. Use resources and services to work with families and older adults to plan for culturally and socially appropriate aging in place, healthcare needs, and care management. C. Analyze how well current health policies , programs, and public and private settings meet the needs for and promote a safe and healthy aging process D. If enrolled in the Gerontology Certificate or Degree Program, use the projects in this course to contribute to their professional portfolio		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Students who successfully complete this course will be able to: A. Use sociological theories and multi-disciplinary perspectives to analyze how the health and aging process of diverse populations is influenced by social structural and cultural factors, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community. B. Use resources and services to work with families and older adults to plan for culturally and socially appropriate aging in place, healthcare needs, and care management. C. Analyze how well current health policies , programs, and public and private settings meet the needs for and promote a safe and healthy aging process D. If enrolled in the Gerontology Certificate or Degree Program, use the projects in this course to contribute to their professional portfolio
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.	All of the readings, assignments and discussions in this course are designed for students to examine the individual, social, cultural, economic, and family influences, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community, that impact their own health and aging process, and that of the greater community. Cultural and historical approaches to health, including models of care, programs, policies, practices, and social inequalities are analyzed to understand how past and present practices influence individual health and aging, and the health and aging process of current older adults and the aging population. Students also explore how present practices can impact future care. In addition to the assignments and discussions, students must participate in a capstone project which also brings the above elements together. By conducting an interview with an older adult about his/her health and aging process, doing research to find resources and services to plan for culturally and socially appropriate aging in place, healthcare needs, and care management, and reflecting on one’s own health and aging process, students gain a thorough understanding of the diversity of the health and aging process and how it is impacted by social, cultural, and historical factors.

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

Person Submitting This Request	Name	E-mail Address
	Erica G. Srinivasan	erica.srinivasan@pcc.edu

SAC Chair	Name	E-mail Address
	Jan Abushakrah	jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondora	bgondora@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:	Soc 232	Course Title:	Death & Dying: Culture & Issues

Course Description:	Introduces the student to the institution of death in the United States. Course content includes a broad multi-cultural, interdisciplinary approach, including sociological, psychological, historical, ethical, cultural, and religious approaches to death, dying, and bereavement across the lifespan. Recommend: SOC 204, 205, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	• Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan • Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective, and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Students successfully completing this course will be able to do the following: - Analyze and compare the changing social, psychological, cultural, religious, spiritual, ethical and historical changing patterns of death beliefs and traditions related to varying modes of death, across the lifespan - Describe the physiology of death and dying, compare the effectiveness of the medical model of dying and palliative model of dying on end of life care from an individual, family, and cultural perspective, and assess the impact of legalities and legal instruments on end of life decision making for individuals and families from diverse religious and cultural backgrounds. - Explore individual and family grief and bereavement issues through an understanding of theories, models of coping, spiritual, religious, and cultural beliefs, and end of life practices and institutions, including care facilities, burial practices ,funeral homes, crematoriums, and cemeteries.
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.	All of the readings, assignments and discussions in this course are designed for students to examine the individual, social, cultural, economic, and family influences, including age, abilities, nationality, race/ethnicity, social class, gender, sexual orientation, and religious or spiritual community, that impact end-of-life processes, including death, dying, and bereavement, for themselves, family members, and that of the greater community. Cultural and historical approaches to death, dying, and bereavement are analyzed to understand how past and present end of life practices influence end of life and bereavement care and perspectives across the lifespan. In addition to the assignments and discussions, students must participate in a capstone project which also brings the above elements together. By writing about an experience (their own, or through interviewing someone about his/her experience) with death, death and dying rituals, and bereavement, and doing research to find resources and information about dying and bereavement, and sharing final projects with each other, students gain a thorough understanding of the diversity of end of life processes and how they are impacted by social, cultural, and historical factors.

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

Person Submitting This Request	Name	E-mail Address
	Erica Srinivasan	erica.srinivasan@pcc.edu

SAC Chair	Name	E-mail Address
	Kim Smith-Sociology Jan Abushakrah-Gerontology	kdsmith@pcc.edu jabushak@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Loretta Goldy	lgoldy@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	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 105	Proposed prefix and number	No Change
Current course title	Introduction to Human Geography	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

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

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

Current learning outcomes	New learning outcomes
• Demonstrate an understanding of the physical and human characteristics of places. • Apply geography to interpret the past; how geographic processes affected history. • Apply geography to interpret the present and plan for the future, to solve problems and make decisions.	• Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world. • Use discussions of human-environment interaction to better understand and respond to issues of climate change and resource scarcity. • Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes. • Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.

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

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

Current prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

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	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 106	Proposed prefix and number	No Change
Current course title	Geography of the Developed World	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

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

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

Current learning outcomes	New learning outcomes
- Recognize the physical and human characteristics of places. - Recognize characteristics, distribution and migration of population and impacts of migration on physical and human systems. - Analyze patterns and functions of human settlement, locations and internal structure of cities; causes of change in settlements.	- Become more aware of global issues of population growth and population decline by applying measures of fertility and mortality. - Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past. - Explore his or her role in an increasingly globalized world, specifically as part of a technological, commerce-driven culture. - Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.

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

Current prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

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	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 107	Proposed prefix and number	No Change
Current course title	Geography of the Developing World	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

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

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

Current learning outcomes	New learning outcomes
- Identify characteristics of cultural mosaics; how cultures change; how cultures influence regional characteristics; how technology affects standard of living. - Analyze patterns and networks of economic interdependence; how people earn a living; issues in local and global economy. - Classify and describe the spatial distribution of various economic systems and evaluate their relative merits in terms of productivity and the social welfare of workers. - Evaluate the ways in which technology has expanded the human capability to modify the physical environment. - Explain why places have specific physical and human characteristics in different parts of the world.	- Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer. - Link the growing economies of Asia, Latin America, and the Middle East to changes in the local and national economy. - Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers. - Engage in informed discussion and debate over current political, social, and economic events in developing areas of the world.

Reason for change

Incorporation of more "active" words, and more of a focus on direct applications of geography outside of the classroom.

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

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

Current prerequisites, corequisites and concurrent

☒ Standard prerequisites - WR 115, 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

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	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 204	Proposed prefix and number	No Change
Current course title	Geography of the Middle East	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

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

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

Current learning outcomes		New learning outcomes	
• Explain the main geographic qualities of the Middle East. • Distinguish various Middle Eastern countries and describe their modern economic, social, and political status. • Analyze the interrelationship between human culture and the physical environment (i.e., culture and nature) in a regional context. • Describe how religion influences the development of human townscape. • Evaluate the geopolitics of the Middle East based on natural resources (i.e. water, oil) presence and distribution within the region. • Have a methodological framework in which they can better understand the Middle East international relations including US Middle East relations. • Describe the ethnic, linguistic, and religious diversity within the Middle East and how these differences relate to current internal conflicts and external interventions. • Have an opportunity to compare their own dominant value systems with those of Middle Easterners and possibly confront their own ethnocentrism.		Upon successful completion of Geography 204 the student will be able to: • Analyze the interrelationship between human culture and the physical environment (i.e., culture and nature) in a regional context. • Evaluate the geopolitics of the Middle East based on the presence and distribution of natural resources within the region. • Critically analyze both intra- and inter-regional relations, including with the United States. • Relate current internal conflicts and external interventions to the ethnic, linguistic, and religious diversity within the Middle East. • Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism.	
Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

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	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 206	Proposed prefix and number	No Change
Current course title	Geography of Oregon	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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

Current Description	Proposed Description
Examines various historical, social, economic and geographic factors that have made the Oregon landscape unique. Slides, films, videos, and overhead transparencies are utilized.	Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Major cultural and physical divisions are delineated to better understand the state's significant diversity. The growth of Oregon is placed into context with regional and national growth, and there is a specific emphasis on current issues and trends.

Reason for change	Changed to provide more detail about course content and add emphasis on current trends and issues.

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
- Describe selected Oregon counties/regions at different times in their history. - Explain why different Oregon counties/regions have specific physical and human characteristics. - Evaluate how the people of Oregon interact(ed) with the physical environment to form the Oregon landscape. - Describe how physical processes affect different counties/regions of Oregon.	- Describe and interpret selected Oregon cultural and physical regions at different points in history. - Evaluate how the people of Oregon have interacted with the physical environment to form the modern-day Oregon landscape. - Become more aware of the changing cultural, social, and economic characteristics of the state of Oregon. - Become involved with ongoing decisions about land use policy, urban growth, and economic development.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.

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

Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

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	Geography	Submitter name	Matt Constantino
		Phone	X7808
		Email	matthew.constantino@pcc.edu
Current prefix and number	GEO 230	Proposed prefix and number	No Change
Current course title	Geography of Race & Ethnic Conflicts	Proposed title (60 characters max)	No Change
Reason for title change	No Change	Proposed transcript title (30 characters max)	No Change

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
No Change	No Change
Reason for change	

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

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

Current learning outcomes	New learning outcomes
• Develop a global approach to contemporary race and ethnic conflicts. • Better understand the ethnic roots of current international conflicts. • Understand the relations between resource scarcity and racial conflicts. • Understand the relations between racial/ethnic conflicts and development. • Examine the consequences of stereotyping and cultural, social and economic prejudice. • Examine their own possible ethnocentrism.	Upon successful completion of Geography 230 the student will be able to: • Take a global approach to the analysis of contemporary race and ethnic conflicts. • Relate the history of cultural groups to the ethnic roots of current international conflicts. • Relate issues of resource scarcity and development to current racial and ethnic conflicts. • Compare their own value systems with those of other cultures and possibly confront their own ethnocentrism. • Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.

Reason for change	Incorporation of more “active” words, and more of a focus on direct applications of geography outside of the classroom.

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

Current prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, 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
Matt Constantino	matthew.constantino@pcc.edu	11/12/2010
SAC Administrative Liaison	Email	Date
Jean Garside	jgarside@pcc.edu	11/12/2010

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:	GEO 105	Course Title:	Introduction to Human Geography

Course Description:	Introduces key geographic themes of location, place, region, human-environment interaction, and mobility. Includes an examination of spatial patterns of topics such as language, religion, culture, population, cooperation and conflict, natural resources, migration, and political organization. All of these are addressed at varying scales and with respect to their influence on the global landscape. Special attention is given to current issues and events.

Course Outcomes:	Upon successful completion of Geography 105 the student will be able to: • Use historical and current maps, as well as emerging geographic technologies, as tools for viewing the world. • Use discussions of human-environment interaction to better understand and respond to issues of climate change and resource scarcity. • Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes. • Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Become more engaged with current local, national, and international events through the analysis of historical religious, linguistic, and political landscapes. • Become more aware of and involved in an increasingly diverse and integrated society by applying knowledge of language, religion, and culture regions.

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.	• Geographic analysis of religion, language, and political regions highlight differing viewpoints towards the role of many groups, including women and cultural minorities. • The geography of environmental degradation (pollution, for example) often highlights socio-economic differences in a society, or between societies. • Analysis of western vs. eastern viewpoints of nature shows differences in policy regarding environmental and social issues.

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

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@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:	GEO 106	Course Title:	Geography of the Developed World
Course Description:	An examination of world regions with developed industrial and service economies, including Europe, the United States, Canada, the former Soviet Union, Japan, Australia, and New Zealand. Topics include spatial patterns of economic development, resource use, international trade, population and migration, transportation, and urban landscapes. Each region is analyzed as part of the larger global community, with a specific emphasis on current issues and trends.		
Course Outcomes:	Upon successful completion of Geography 106 the student will be able to: • Become more aware of global issues of population growth and population decline by applying measures of fertility and mortality. • Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past. • Explore his or her role in an increasingly globalized world, specifically as part of a technological, commerce-driven culture. • Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal.		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	- Examine how ethnocentrism shapes local, regional, and national policies towards migration, both today and in the past. - Use concepts of urban history and urban planning to critique local/regional growth policies, suburbanization, and urban renewal.
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.	- Historical and geographical analysis of immigration to the United States highlights the difficulties many groups have faced with discrimination; these events can be related to modern-day discussions of immigration policy and cultural attitudes to both legal and illegal immigrants. - A survey of most cities reveals significant divides between the location of ethnic, socio-economic, and racial groups. By studying urban history and city planning policies, students are able to understand the reasons for these differences and place them in a broader historical context.

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

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@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:	GEO 107	Course Title:	Geography of the Developing World

Course Description:	An examination of world regions, including non-western cultures, with an undeveloped or developing industrial base including lower standards of living. Particular attention is given to Asia, Central and South America, and Africa. Topics include the spatial patterns of agriculture, industrial development, resource use, population and migration, religious and political conflict, and cultural landscapes. Each region is analyzed as part of the larger global community, with a specific emphasis on current issues and trends.

Course Outcomes:	Upon successful completion of Geography 107 the student will be able to: • Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer. • Link the growing economies of Asia, Latin America, and the Middle East to changes in the local and national economy. • Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers. • Engage in informed discussion and debate over current political, social, and economic events in developing areas of the world.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Use awareness of global issues of agricultural production, including genetic modification of crops and livestock, to become a more-informed consumer. • Critique various economic and political systems with regards to government influence in commerce, environmental impact, and social welfare of workers.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	• By studying global trends in food production and food network linkages, students are able to consider the impact of their own consumerism. This includes discussions of how developed countries have dramatically influenced the type and intensity of agriculture in the developing world. • Our understanding of other cultures, social networks, and political systems is influenced by our own cultural biases. Many of students' opinions of other cultures are formed from incomplete data. By learning more about these other groups, students are able to more critically evaluate cultures and systems that differ from ours.

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

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@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:	GEO 204	Course Title:	Geography of the Middle East
Course Description:	Examines the impacts of different physical and cultural factors in formation, development, and distribution patterns of human settlements, and studies the influence of religious beliefs as well as other cultural elements in the evolution of human landscapes and the quality of life within the region. Study the Middle East as a culturally diverse region (i.e. not a monolith) and learn about the dominant value systems held by different Middle Eastern societies. Among issues discussed in class are population issues, urbanization processes, traditionalism, modernity, male-female relations, feminism, democracy, and westernization.		
Course Outcomes:	Upon successful completion of Geography 204 the student will be able to: - Analyze the interrelationship between human culture and the physical environment (i.e., culture and nature) in a regional context. - Evaluate the geopolitics of the Middle East based on the presence and distribution of natural resources within the region. - Critically analyze both intra- and inter-regional relations, including with the United States. - Relate current internal conflicts and external interventions to the ethnic, linguistic, and religious diversity within the Middle East. - Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism.		

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Relate current internal conflicts and external interventions to the ethnic, linguistic, and religious diversity within the Middle East. • Compare their own value systems with those of Middle Easterners and possibly confront their own ethnocentrism.
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.	• Many students have misconceptions of cultural groups in the Middle East due to personal or media biases. This course considers the reasons for these biases by analyzing the historical, cultural, and religious background of people in the Middle East. • These biases are placed into context with discussions of U.S.-Middle Eastern relations, including a historical analysis of how political leaders have often attempted to accentuate the differences between groups.

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

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@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:	GEO 206	Course Title:	Geography of Oregon

Course Description:	Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Major cultural and physical divisions are delineated to better understand the state's significant diversity. The growth of Oregon is placed into context with regional and national growth, and there is a specific emphasis on current issues and trends.

Course Outcomes:	Upon successful completion of Geography 206 the student will be able to: • Describe and interpret selected Oregon cultural and physical regions at different points in history. • Evaluate how the people of Oregon have interacted with the physical environment to form the modern-day Oregon landscape. • Become more aware of the changing cultural, social, and economic characteristics of the state of Oregon. • Become involved with ongoing decisions about land use policy, urban growth, and economic development.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Become more aware of the changing cultural, social, and economic characteristics of the state of Oregon. • Become involved with ongoing decisions about land use policy, urban growth, and economic development.
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.	• Oregon continues to attract immigrants from all over the United States and the world. Students become more aware of cultural diversity issues once they understand who these groups are, what conditions they come from, and why they have resettled to Oregon. These current waves of migration are compared to earlier periods, to see how attitudes and policies towards immigration have changed. • This includes discussions of how land use policy is changing to accommodate the population influx. A number of competing interests are considered, including agriculture and development, and industry and environment.

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

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@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:	GEO 230	Course Title:	Geography of Race & Ethnic Conflicts

Course Description:	Examines the issues of race and ethnicity and their interrelationships with contemporary global patterns of political factionalism, economic disparity, religious fervor and ethnic nationalism. Learn how these issues influence the processes of development for various countries (developed and developing) throughout the world.

Course Outcomes:	Upon successful completion of Geography 230 the student will be able to: • Take a global approach to the analysis of contemporary race and ethnic conflicts. • Relate the history of cultural groups to the ethnic roots of current international conflicts. • Relate issues of resource scarcity and development to current racial and ethnic conflicts. • Compare their own value systems with those of other cultures and possibly confront their own ethnocentrism. • Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	• Relate the history of cultural groups to the ethnic roots of current international conflicts. • Relate issues of resource scarcity and development to current racial and ethnic conflicts. • Apply an understanding of race & ethnic relations to serve the growing ethnic populations of the Northwest through their professional career.
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.	• Ethnic and racial conflict is often caused by differences (whether perceived or real) between cultural groups. These differences are placed in historical context so students are better able to understand the reasons for (and possible solutions to) conflict. • Conflict can also be rooted in competition over resources. Students explore issues of development, resource use, and globalization to understand how conflicts can be affected by external economic forces.

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

Person Submitting This Request	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Chair	Name	E-mail Address
	Matt Constantino	matthew.constantino@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Jean Garside	jgarside@pcc.edu

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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

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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM110	Proposed prefix and number	
Current course title	Introduction to Multimedia	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
Explores the different job areas within multimedia field. Roles of the multimedia team are examined and explained. Create a basic multimedia project using entry level multimedia industry standard authoring software; and the first portion of a multimedia portfolio targeted to job acquisition. Completion of CAS 111D highly recommended. Addendum to Course Description Prepares the student to begin a sequential five course	Explores the different roles, skill sets, jobs and equipment associated with the development of digital media. Examines the processes involved in producing content to meet a specific communication goal toward a target audience. Addendum to Course Description Prepares the student to begin a sequential five-course series covering: (designing for multimedia, multimedia graphic and elements production, multimedia project authoring, product delivery, and the business of multimedia) by providing the

series covering: designing for multimedia, multimedia graphic and elements production, multimedia project authoring, product delivery, and the business of multimedia by understanding the basics of multimedia technology and their application in the multimedia industry.	underlying basics of multimedia technology and their application in the multimedia industry.
Reason for change	Update

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes	New learning outcomes
1. discuss the goals of the PCC Multimedia “Program” 2. discuss the goals of MM 110 Orientation Introduction to Multimedia 3. define multimedia 4. perform effective WWW searches on multimedia topics 5. list the primary market areas in the multimedia industry 5.1. CD-ROM development 5.2. development for the World Wide Web 5.3. corporate training and education 5.4. interactive marketing and communications 5.5. 3D/computer animation/games development 6. identify the general job titles in the multimedia industry 6.1. multimedia project management/producer 6.2. graphics design 6.3. interface design 6.4. instructional design 6.5. computer graphics development 6.6. audio production 6.7. video production/editing/compression 6.8. programming/authoring for multimedia 6.9. writing for multimedia 6.10. 2D and 3D animation 6.11. business plan development 6.12. marketing/distribution 6.13. specific titles/education from the a search of the Oregon MM industry	- Define multimedia - Identify and describe the function of the general skill sets in the multimedia industry - Identify the basic components of a multimedia project - Identify the basic hardware and software requirements for multimedia development and playback

7. describe the function of each job title area in the multimedia industry 8. discuss the importance of cross-disciplinary skills in large and small companies 9. identify the basic components of a multimedia project: 9.1. project conception, brain storming, story boarding, flow diagraming, navigation, layout, review 9.2. writing the interactive project 9.3. production of the multimedia elements 9.4. graphics, audio, video, animation, text, navigation 9.5. authoring: scripting, programming 9.6. project/product review 9.7. marketing and delivering the project 10. site the skills involved in the creation and acquisition of multimedia elements 11. identify the basic hardware and software requirements for multimedia development and playback 12. prepare a simple, interactive multimedia project 13. develop a MM portfolio that is to be updated and added to through each successive multimedia class (100 and 200 level courses)	
Reason for change	Update/consolidation
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
☐ Placement into:	
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con
Proposed prerequisites, corequisites and concurrent	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

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	Multimedia	Submitter name	Beth Fitzgerald
		Phone	503-978-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM120	Proposed prefix and number	
Current course title	Multimedia Design	Proposed title (60 characters max)	
Reason for title change	No Change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces multimedia development and design process. Includes developing multimedia team and identifying the job titles, functions and skills; designing a multimedia project, identifying target audience, project budget and development time lines; applying instructional design guidelines to a multimedia project, developing multimedia portfolios.	Introduces the multimedia development and design process. Includes identifying the functions and skills of a multimedia team, defining project goals and target audience, utilizing information architecture and user experience design principles, evaluating projects to determine deliverables and resource needs.

Reason for change	Update

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

Current learning outcomes	New learning outcomes
The student will be able to: Discuss the importance of multimedia in society today. Review the basic components of a multimedia project. Project conception, brain storming, story boarding, flow diagraming, navigation, layout, review writing the interactive project production of the multimedia elements graphics, audio, video, animation, text, navigation. Authoring: scripting, programming project/product review marketing and delivering the project. Identify interactive projects appropriate to the 100 level multimedia classes and those that are inappropriate examples what is feasible examples of what is not feasible. Discuss the importance of establishing the goal of the project and identifying the target audience; Discuss the important features of information architecture Identify the interest level, attention span, level of subject knowledge, and other attributes of the target audience for a multimedia application navigation. Layout of the interactive application Effective interface design Identify the basic elements of multimedia interfaces and design an interface for a multimedia application learning theory. Delivery choices: Computer based training; internet; CD; kiosk Discuss the artistic and the aesthetic considerations specific to multimedia design Evaluate the quality of various examples of interactive interfaces Design multimedia applications targeted to	Identify components of multimedia that would communicate an idea to a targeted audience. Use basic project conception strategies (story boards, flow charts, design treatments) to articulate project communication goals and the development process. Design layouts for interactive multimedia applications. Utilizing features of information architecture, and human factors to targeted audiences. Evaluate the quality and effectiveness of various examples of interactive interfaces and identify areas of improvement

a specific audience and express that design through the use of: a project description; Content flow chart; and storyboard Create a timeline and budget for a multimedia project Create storyboards for a multimedia project Plan a multimedia project through the use of a detailed flowchart Present the project with the purpose of selling it to peers/colleagues Develop sketches for an effective interface design Evaluate and select content (text, graphics, audio, and video) for a multimedia project Identify steps to begin, develop, and complete individual projects Discuss basic graphic production methods for final production of art for CD-ROM and WWW projects Describe the process of working with programmers, writers, and other members on a multimedia project team Develop a MM portfolio that is to be updated and added to through each successive multimedia class (100 and 200 level courses) Construct a MM development plan that is to be followed and refined through each successive class in the program Participate in individual and group evaluations of the MM plan, identifying items for improvement Implement the suggested improvements Add the MM plan to the MM portfolio and Department Web Site, as directed			
Reason for change	Update/consolidation		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	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
Beth Fitzgerald	efitzger@pcc.edu	11/16/10
SAC Administrative Liaison	Email	Date

Portland Community College Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	503-978-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM160	Proposed prefix and number	
Current course title	Market Yourself as MM Profess	Proposed title (60 characters max)	
Reason for title change	No Change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Develop a marketing plan that will lead to employment in the multimedia field. Describe the primary features of guerrilla marketing. Create professional quality promotional materials. Managing the production of a multimedia project including project planning, production scheduling and management, cost estimating, resource management, reproposing, marketing/advertising, copyright issues and contract development strategies.	Explores the employment and independent market for multimedia professionals, including job qualifications for various positions in small to large organizations, as well as the general business environment for multimedia production. Provides an overview and opportunity to apply methods and practices used in finding and obtaining employment in the multimedia industry.

Reason for change	Update

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

Current learning outcomes	New learning outcomes
Identify the primary features of Guerrilla marketing: - principles of Guerrilla Marketing - attitudes of Guerrilla Marketing discuss the importance of presenting a quality portfolio in finding Multimedia employment develop a variety of promotional materials, including: - business cards - business stationary - web page(s) - CD-ROM discuss the general considerations involved in each of the following: - job contracts - job proposals - job bids discuss the essential requirements of multimedia copyright issues; review the essential features of: - finding a job/working in a multimedia company - working in the corporate environment - finding a job/working in an agency - working as a independent contractor job readiness skills working in a Multimedia team prepare an example of a job contract, job proposal, and job bid; present the promotional materials and created job items items to the marketing class; participate in individual and group evaluations of the multimedia marketing materials; implement the requested changes; add the created materials to the MM portfolio and Department Web Site, as directed.	Create a working resume', and a position targeted cover letter. Articulate individual professional background and qualifications verbally in under a minute. Describe the role social media has in the new millennium as it applies to finding and acquiring employment in the multimedia industry.

Reason for change	Update/consolidation

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

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

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
Beth Fitzgerald	efitzger@pcc.edu	11/16/10

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM220	Proposed prefix and number	
Current course title	Multimedia Design 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
Emphasizes design concepts including layout, typography, color theory, and information architecture with the goal of creating interactive designs that balance aesthetics and function. Develops a working knowledge of interface design using standard drawing programs such as Macromedia Freehand, which translate created designs seamlessly into other software tools such as Adobe Photoshop, Macromedia Flash and Dreamweaver. Students participate in "real-world", client focused, collaborative team design projects, which include assigned positions, such as project	Emphasizes design concepts including layout, typography, color theory, and information architecture with the goal of creating interactive designs that balance aesthetics and function. Students participate in "real-world", client focused design projects.

manager, account manager, creative director, art director, copywriter, and programmer. Students will critique work and post projects to the department web site as directed. Prerequisites: MM 120, 130; CAS 111D, 175; or instructor permission. Addendum to Course Description The primary goals of this course center on improving interactive design concepts and skills, improving concepts and skills using vector draw programs, and learning to work effectively in a team environment.	
Reason for change	Update

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. thoroughly review and demonstrate examples of essential designs techniques, such as conceptualization, brain storming, story boarding, flow diagramming, navigation, layout, and review; 2. thoroughly describe design concepts including layout, typography, color theory, and information architecture; 3. review the important features of information architecture and other issues related to improving intuitive usability (human factors); 4. review the importance of establishing project goals and identifying the target audience and characteristics; 5. create interactive design projects incorporating design principles and concepts, using vector graphic programs such as Macromedia Freehand; 6. export the created interactive design components into Adobe Photoshop, Macromedia Dreamweaver, and Macromedia Flash, as directed; 7. participate as member of a creative development team in a simulated agency environment; 8. participate in individual and group evaluations of the interactive design projects, identifying items for improvement;	Design user interfaces using industry standard tools. Design layouts for interactive multimedia applications utilizing features of information architecture, aesthetics, and human factors to targeted audiences. Evaluate digital media designs, identify items for improvement, and implement changes.

9. implement the suggested improvements; 10. participate in team presentations of interactive design projects to clients; 11. add the interface projects to the student's MM portfolio and Department Web Site, as directed.	

Reason for change	Update/consolidation

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

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

☐ yes
 X ☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
 X ☒ No

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

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
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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	503-978-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM 230	Proposed prefix and number	
Current course title	Graphics for Multimedia	Proposed title (60 characters max)	
Reason for title change	No Change	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Using multimedia industry standard graphic software such as Adobe Photoshop(TM), Macromedia Flash (TM) and Adobe Illustrator(TM) to create and adapt graphic images for use in multimedia and interactive computer applications. Create customized color palettes for improved display. Color correct, select appropriate file formats (JPEG, GIF, TIFF, PICT & EPS), resize and combine multiple graphics for use in multimedia presentations and multimedia	Continues to develop skill using multimedia industry standard graphic software to create, edit and optimize graphic images for use in multimedia and interactive computer applications. Explores graphic creation, color, composition and compositing of multiple graphics for use in multimedia presentations and other multimedia formats.

web page graphics. Prerequisite: MM 130 or instructor permission.	
Reason for change	Update/consolidation

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

Current learning outcomes	New learning outcomes
1. discuss the primary multimedia graphic file formats and their individual characteristics 1.1. JPEG, GIF, TIFF, PICT, PSD, BMP, and EPS, etc.; 2. identify the file format type most appropriate to specific multimedia delivery choices and the pros and cons of each format 2.1. World Wide Web, CD, disk, etc.; 3. demonstrate the use of each of the commonly used tools in the primary graphic editing software employed in the class, e.g., Adobe Photoshop; 4. review the basic principles of typography 5. demonstrate competency in the use of the components of the type window; 6. create customized color palettes for improved display; 7. discuss the primary features of channels (alpha, etc.) and masks, including their creation and use; 8. review the creation, saving, and modification of paths and their primary usefulness; 9. demonstrate the primary features of layers and the practical use of layer effects; 10. identify items for consideration when applying filters in various image editing applications; 11. demonstrate the effective use of filters; 12. relate the primary features of pixel resolution and color depth issues; 13. create, edit, and adapt graphic images for use in multimedia applications using industry standard graphic software and the various delivery possibilities; 14. test, debug, and evaluate the MM graphic elements; 15. present the completed graphics to the class; 16. participate in individual and group	Utilized and optimize graphic file formats and their individual characteristics to various modes of delivery Relate the primary features of pixel resolution and color depth issues of graphics development to multiple modes of delivery Utilize industry standard development tools for design and lay out of digital media. Create, edit, and optimize graphic images for use in various multimedia applications and the various delivery possibilities;

evaluations of the multimedia graphic materials, identifying items for improvement; 17. implement the requested changes; add the edited materials to the MM portfolio and Department Web Site, as directed.			
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			
☐ Standard prerequisites - WR 115, 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 .		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			

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

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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM231	Proposed prefix and number	
Current course title	Vector Graphics/Animation WWW	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
Create navigation controls, animated logos, long-form animations with synchronized sounds using multimedia industry standard vector graphics and animations software (Macromedia Flash[TM]). Create translucent and transparent vecotr objects for use with multimedia applications. Optimize Flash(TM) movies for various playback bandwidths. Prerequisites: MM 130, 140; CAS 111D, 175; or instructor permission.	Provides instruction and practice in creating short animations, long-form animations with synchronized sounds, interactive walkthrough animations and navigation controls using multimedia industry standard vector graphics and animations software.

Addendum to Course Description Students who successfully complete this course will develop: animations, vector objects, animated buttons, menu lists and graphics, and more.	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
• produce vector animations • create slice images • create translucent graphics and overlay transparent vector objects on bitmaps • vary the levels of opacity, color, gradient, and other attributes • import and create vector graphics • design and create animated buttons, pop-up menu lists, simple puzzle games • optimize Flash™ movies for various playback bandwidths • create interactive, animated interfaces, navigation buttons, text, ad banners, logos, technical illustrations and add to Web pages • review playback via an ActiveX™ control, Shockwave Flash™ plug-in, GIF animation, and Java™. • participate in individual and group evaluations of the vector animations and media, identifying items for improvement; • implement the requested change • add the edited materials to the MM portfolio and Department Web Site, as directed.	Create vector-based animations and interactive digital products for multiple modes of delivery. Upload animations and interactive products for global distribution. Evaluate animations; identify items for improvement, and implement changes.
Reason for change	Update/consolidation

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

Current prerequisites, corequisites and concurrent

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	12/1/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM235	Proposed prefix and number	
Current course title	Digital Video Edit/Production	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
A project based course that addresses various issues encountered in the post-production design and delivery of digital video and audio for multimedia projects and television. using non-linear editors, such as Apple Final Cut Pro and image editors such as Adobe Photoshop, students will learn the basic techniques of project planning, media capture, device control, non-linear editing, compositing and object animation. Students	Explores the post-production process for non-linear editing of digital video for use in video production and multimedia applications. Focus on industry standard editing software to develop the foundation grammar of editing including continuity and montage principles.

will also learn various device specific delivery methodologies for TV and multimedia applications such as tape formatting and media compression formats and codecs. Prerequisite: MM 130 or instructor permission.	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
review the primary features of the most common digital video architectures (formats), including QuickTime, RealVideo for WWW, and Video for Windows (AVI), MPEG, and DVD-ROM; discuss the various CODECs appropriate to the various architectures; digitize analog video and audio for use with the multimedia industry standard digital video editing software; transfer digital video and audio from Firewire» (IE1394) capable digital camcorders using the control features of the Firewire» (IE1394) capable editing software; edit and compress video for use in multimedia and interactive computer applications using multimedia industry standard digital video editing software; edit, and compress audio for use in multimedia and interactive computer applications using multimedia industry standard digital audio editing software; plan, design, and create digital video projects incorporating graphic and audio elements; present the completed digital video to the class; participate in individual and group	Plan, design, and create digital video projects incorporating graphic and audio elements; Transfer and capture digital video and audio from various cameras and external devices. Edit and compress video for use in various delivery modes of digital media using standard digital video editing software Evaluate digital video projects, identify items for improvement, and implement changes.

evaluations of the digital video projects identifying items for improvement; implement the requested changes; add the created materials to the MM portfolio and Department Web Site, as directed.			
Reason for change	Update/consolidation		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes X ☐ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes X ☐ No			
Implementation term	X ☐ Next available term after approval ☐ Specify term(if AFTER the next available term)		

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

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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM237	Proposed prefix and number	
Current course title	Video Compositing and Effects	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduction to the creation of motion graphics using industry standard software tools such as Adobe After Effects a standard for creating motion graphics for video, TV, film, multimedia, and the WWW. Illustrates the basic concepts of motion graphics, as well as the functions, and capabilities of the software tools including their extensive compositing, keying, animation, and special effects capabilities. Projects will be created,	Introduction to the creation of motion graphics using industry standard software. Illustrates the basic concepts of motion graphics, as well as the functions and capabilities of the software tools including their extensive compositing, keying, animation, and special effects capabilities

optimized, and published to the departmental website. Prerequisites: MM 230, MM 235	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
- Create composite motion graphic projects that incorporate elements of multimedia design, typography and layout, digital imaging/photography, digital video and audio editing, and 3D animation; - Optimize projects for particular delivery options, including video, TV, film, multimedia, and the World Wide Web; - Publish the motion graphic projects to the department web site.	Create digital composite motion graphic products that incorporate elements of multimedia design, typography and layout, digital imaging/photography, digital video and audio editing, and 3D animation; Optimize motion graphic projects for multiple delivery options. Evaluate motion graphic projects, identify items for improvement, and implement changes.
Reason for change	Update/consolidation

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number:	☐ 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
Beth Fitzgerald	efitzger@pcc.edu	12/1/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM238	Proposed prefix and number	
Current course title	Creating Professional DVD-Video	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduction to the creation of custom DVD-Video using professional level authoring software, such as Apple DVD Studio Pro. Digital video created in MM 235, and/or from other sources will be integrated with audio, graphics, and other assets. Custom navigation, menus, chapters, and interactivity will be developed. Encode uncompressed audio into highly compressed Dolby digital AC-3 streams, and incorporate	Introduction to the creation of custom DVD-Video using professional level authoring software. Digital video created in MM 235, and/or from other sources will be integrated with audio, graphics, and other assets. Custom navigation, menus, chapters, and interactivity will be developed. Uncompressed audio will be encoded into highly compressed Dolby digital AC-3 streams, and incorporated into the DVD authoring software.

into the DVD authoring software for full 5.1- channel surround sound. Final DVD projects are intended for use in standard home entertainment DVD players. Prerequisite: MM 140 and MM 235, or instructor permission.	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
Design, specify, storyboard and bid on the completion of an interactive DVD-Video title. - Specify, install, operate, and maintain an Apple DVD-Video authoring workstation. - Manage DVD-Video production workflow, scheduling, and budgeting - Create, prepare, and encode video, audio, and graphic content as DVD-Video assets. - Author DVD-Video projects incorporating title, still & motion menus, multiple tracks, chapters, stories, alternate angles, alternate audio streams, subtitles, slideshows, and web links. - Test, debug, and evaluate a DVD-Video project identifying items for improvement and implement identified changes. - Archive production assets and project files. - Present a completed DVD-Video project to the class.	Manage DVD-Video production and workstation to include workflow, scheduling, and budgeting and installation, operation, and maintenance of a DVD-Video authoring workstation. Design, specify, storyboard and bid on the completion of an interactive DVD-Video title. Create, prepare, and encode video, audio, and graphic content as DVD-Video assets. Author DVD-Video projects incorporating title, still & motion menus, multiple tracks, chapters, stories, alternate audio streams, subtitles, slideshows, and web links. Test, debug, and evaluate a DVD-Video project identifying items for improvement and implement changes. Archive production assets and project files.
Reason for change	Update/consolidation
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

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](#)

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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM240	Proposed prefix and number	
Current course title	MM Authoring II-Scripting	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
Using multimedia industry standard authoring programs (such as Macromedia Director and Flash) to develop interactive projects. Focuses on interactive design of the project and the applications' underlying scripting languages (e.g., Lingo and ActionScript). Previously developed multimedia elements will be assembled, made interactive through the use of scripting techniques, and then tested for function,	Covers industry standard web application tools to program interactive projects Covers essential and foundational programming language, concepts and practices. Digital media elements will be assembled, made interactive through programming, and then tested for function, design, usability, and bugs. No prior programming knowledge is required

design, usability, and distribution. Final cross-platform projects may be delivered via the WWW, CD, or DVD. Essential scripting concepts and practices will be covered. No prior programming skills are required. Prerequisites: MM 140, 231; or instructor permission.	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
1. Complete a thorough review/tutorial of the designated authoring application, emphasizing: ☐ a) design element perspectives ☐ b) user interface concepts... ☐ i) transparent functionality ☐ ii) feedback ☐ iii) hot-spots ☐ iv) rollovers ☐ v) metaphors ☐ vi) affordances ☐ c) animation capabilities ☐ d) digital video handling ☐ e) color palette creation ☐ f) music and sounds synchronization ☐ g) graphics/art creation/modification ☐ h) text creation/manipulation ☐ i) scripting capabilities 2. Collect, import, and organize the individual multimedia elements for use in the final assembly of multimedia projects. Focusing on the various issues involved in preparing cross platform multimedia projects, including: ☐ a) folder/file-tree organization ☐ b) DOS file naming conventions ☐ c) text/font considerations ☐ d) graphic formats ☐ e) color palettes ☐ f) sound formats ☐ g) video formats ☐ h) end-user equipment 3. Assemble the multimedia project	Use current industry standard web application tools to program interactive projects for various modes of delivery. Build interactive multimedia projects that incorporate audio, video, graphics to communicate an idea to a targeted audience using industry standard software. Collect, create, import, and organize the individual media elements for use in final interactive application. Upload interactive programs for various modes of delivery. Evaluate multimedia projects; identifying items for improvement, and implement changes.

using the selected authoring program; 4. Incorporate interactivity features, controlled by basic scripting/programming elements, into the project; ☐ a) compare and contrast the following key scripting concepts: ☐ i) events, properties, operators, expressions/statements, variables, ☐ data types, timers, and functions; ☐ b) plan and specify scripting tasks; ☐ c) clarify programming objectives using pseudo-code; ☐ d) troubleshoot and debug code using standard processes; 5. Test, debug, and evaluate the MM authoring project; 6. Demonstrate the completed project to the authoring class; 7. Participate in individual and group evaluations of the multimedia project, identifying items for improvement; 8. Implement the requested changes; add the authoring project to the MM portfolio and Department Web Site, as directed	
Reason for change	Update/consolidation
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
☐ Placement into:	
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con
Proposed prerequisites, corequisites and concurrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
☐ Placement into:	

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM241	Proposed prefix and number	
Current course title	MM Authoring III-Scripting	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
Extends scripting skills acquired in MM 240, enabling student to build more sophisticated interactive projects that may include: synchronized audio, complex data structures (arrays), and user tracking (such as score keeping). Focuses on how scripting enhances usable interfaces to provide the best user experience. Identifies solutions to production obstacles, and negotiate solutions to design problems to meet project	Continues to develop the essential and foundational programming language, concepts and practices. Digital media elements will be assembled, made interactive through programming, for web or mobile phone delivery and then tested for function, design, usability, and bugs

goals. Concentrates on applying gained knowledge and skills to larger projects. Students may use multimedia-authoring applications such as Macromedia Director or Flash and their corresponding scripting languages (e.g., Lingo and ActionScript) for their projects, but the scripting skills acquired may be applicable to other application environments as well. Prerequisite: MM 240; or instructor permission.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. describe the Macromedia Director development environment, including the use of the stage, cast, score, behavior library, imaging editing tool, and script editor; 2. describe the Macromedia Flash development environment, including the use of the timeline, scripting window, library, and linked file system; 3. demonstrate the ability to import media including graphics, sound, and video into the respective application; 4. create basic Lingo and/or ActionScript code to improve the functionality of interactive projects; 5. create branching, hierarchical application structures through the use of Lingo and/or ActionScript; 6. control movement of individual media elements (sprites) through the use of the score and through the use of Lingo and/or ActionScript; 7. create scripts which utilize a variety	Use current industry standard web application tools to program interactive projects for various modes of delivery. Build advanced interactive multimedia projects that incorporate audio, video, graphics to communicate an idea to a targeted audience using industry standard software. Collect, create, import, and organize individual media elements for use in an advanced interactive application. Upload interactive programs for various modes of delivery. Evaluate multimedia projects; identifying items for improvement, and implement changes.

of interface devices including the keyboard, mouse, etc.; 8. incorporate interactivity features, controlled by basic scripting/programming elements, into the project; 9. demonstrate increased competency in scripting concepts; □ a. troubleshoot and debug code using standard processes; 10. identify solutions to production obstacles, and negotiate solutions to design problems; □ a. focus on production and design details; 11. present proposals, and projects both verbally and in writing; □ c. focus on the developed scripts, and project design and usability; 12. participate in individual and group evaluations of the projects, identifying items for improvement; 13. implement the requested change; deliver the projects as directed, within specific timelines.			
Reason for change			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM261	Proposed prefix and number	
Current course title	Video Production 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
Intermediate level of digital video production, continues with digital video production and nonlinear editing and incorporates field audio recording, audio editing, adn shooting and preparing video for multiple distribution methods. Prerequisite: MM 260.	Intermediate level of digital video production; continues with digital camera, lighting, audio, and pre-production techniques. Focus on narrative production workflow, including an overview of industry crew positions, directing actors and scene coverage.

Reason for change	Update

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

Current learning outcomes	New learning outcomes
- Develop a project idea and successfully produce the idea as a high-quality finished video. - Create a production packet. - Set-up and use a professional field video recording equipment at an intermediate level. - Accomplish intermediate-level editing on a non-linear video editing system. - Be able to prepare video and audio for the Internet. - Understand the use of color bars, vector scopes, and waveform monitors. - Be able to calibrate an NTSC monitor. - Be able to log camera/field tapes. - Work effectively as a member of a field production crew at an intermediate level. - Understand basic sound design concepts. - Understand basic lighting design concepts. - Successfully light a scene using basic 3-point lighting techniques - Relate standards, terminology, and techniques needed for appropriate visual composition. - Define and describe continuity as applied to video production. - Student will be able to provide pre production materials for various product types - Identify the characteristics that allow an individual to work effectively as a member of a video production crew. - Describe the primary characteristics and behavior expected of video professionals related to punctuality, responsibility, and courteousness to others on the team.	Develop project ideas, treatments, and other pre production materials, and produce an idea as a high quality finished video product. Define and describe continuity and composition as applied to video production. Set-up and use professional video recording gear, lighting and audio recording equipment at an intermediate level in the field for narrative production Edit digital media at an intermediate-level using industry standard non-linear editing software. Use basic sound and lighting design techniques, concepts, and tools to measure light, color and sound. Work effectively as a member of a video production crew at an intermediate level.
Reason for change	Update/consolidation

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

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MM260	☒ 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: MM260	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM235	☒ 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
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
☐ title
☒ description
☒ prerequisites and co-requisites
☒ outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM262	Proposed prefix and number	
Current course title	Video Production 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
Explores documentary video making through hands-on exercises and assignments. Covers relevant preproduction methods and materials, the small-crew field production model and editing concepts and strategies. Prerequisites: MM 235, MM 260, or instructor's permission. Addendum to Course Description This is one of three video production courses and provides an introduction to documentary video	Explores documentary video making through hands-on exercises and assignments. Covers relevant pre-production methods and materials, the small-crew field production model, interviewing techniques, and further development of camera, lighting, audio,

making	and editing skills.
Reason for change	Update

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
1. Create standard documentary preproduction materials including proposals, treatments, scripts, and budgets. 2. Get appropriate release forms and copyright clearance. 3. In a documentary production environment: a. Properly set up and use a video camera and camera support b. Properly place microphones and record audio c. Properly set up lights d. Properly set up a field video monitor. 4. Edit short documentary projects on a non-linear video editing system. 5. 6. Conduct and/or assist with interviews. 7. Use various modes of delivery for documentary videos.	Develop project ideas, treatments, and other pre production materials, and produce an idea as a high quality finished video product. Set up and use professional video recording gear, lighting and audio recording equipment at an intermediate level in the field for documentary production Use the different roles of a production crew appropriately to produce a documentary video. Edit digital media at an intermediate level using industry standard non-linear editing software. Evaluate digital video projects, identify items for improvement, and implement changes.

Reason for change	Update/consolidation		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MM260	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM235	X Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MM260	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM235	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM261	X Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes X ☐ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes X ☐ No			
Implementation term	X ☐ Next available term after approval ☐ Specify term(if AFTER the next available term)		
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			
Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			

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
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Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	503-978-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM270	Proposed prefix and number	
Current course title	Writing for Multimedia	Proposed title (60 characters max)	
Reason for title change	No Change	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces creating and adapting technical information and linear narratives for non-linear, interactive multimedia applications. Includes developing ideas into multimedia scripts, incorporating text with other media, writing narration, and writing for voice-over, writing for interactivity, presenting text on-screen, and writing concisely.	

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
The student will be able to: - plan, design, and write based on human factors analysis, including the audience's familiarity with the subject and technology, work (or play) environment, learning style, psychological factors, language and cultural barriers, and physical limitation - plan, design, and write based on legal and ethical considerations - organize and manage information, text, interactive navigation, and media resources - develop a conceptual design - develop a content outline, a treatment, a story board, and a flow chart that establish the interactive communication of a story or of technical information - write a multimedia script design that integrates text and the traditional elements of storytelling with various media and that includes interactivity and navigation for interactivity - elicit and incorporate audience feedback as a regular part of the design and writing process - write precise, concise text - write text for voice-overs - present text on-screen - edit text for correctness, precision, clarity, safety, and conciseness - work and problem-solve collaboratively, respecting the work of others and recognizing that rarely is there only one right way to communicate information - use inclusive language and media - work under tight deadlines in a team environment	- Use advanced and detailed project conception strategies (story boards, flow charts, design treatments) to articulate project communication goals and the development process. - Plan, design, and write treatments for non-linear, interactive digital media based on human factors analysis, target audience, and communication goals. - Write a multimedia script design that integrates text and the traditional elements of storytelling with various media and that includes interactivity and navigation for interactivity - Solicit and incorporate audience feedback as a regular part of the design and writing process

provide writing samples for review participate in individual and group evaluations of the writing samples, identifying areas for improvement implement the suggested improvements add the writing samples to the MM portfolio and Department Web Site, as directed			
Reason for change	Update/consolidation		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		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			

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:	Multimedia	Submitter:	Beth Fitzgerald
Prefix and Course Number:	MM120	Submitter Phone and Email:	503-978-5672 efitzger@pcc.edu
Credit	2	Course Title:	Multimedia Design

Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:

- 1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	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)	0
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)	60
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Identify components of multimedia that would communicate an idea to a targeted audience.		
Use basic project conception strategies (story boards, flow charts, design treatments) to articulate project communication goals and the development process.		

Design layouts for interactive multimedia applications. Utilizing features of information architecture, and human factors to targeted audiences.

Evaluate the quality and effectiveness of various examples of interactive interfaces and identify areas of improvement

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Concepts:

Focusing on what it is we're trying to communicate and who it is we're communicating with. How users now want to be engaged in conversation, rather than just sit idly by and be entertained. It's the designers' job to make sure that engagement and interaction happens.

Activities:

Discuss various different types of goals, for example: learn and retain, have fun, get answers, or act/buy. Examples of interactive projects are shared that implement these goals in order to call out how it effects design decisions. Discuss how content differs from concept and how considering your target audience will help shape these decisions as well.

Practice through a group process in which students are asked to establish goals, target audience, concept and method of delivery. Within their groups they are asked to assign themselves different roles: Art Director, Project Manager, Programmer, Audio/Video Producer, and Designer(s) based on their own strengths and interests. They do not get to choose their content (I choose that for them) but they have free reign over how they'll bring it to life. At the end of this process they are asked to pitch their proposals to the class as if it was a client or a group of investors. After the presentations we discuss challenges with the process and what was rewarding about it. After that we review the presentations from the audience's perspective, discussing what made presentations more or less successful. A debriefing is held regarding the process as well as the audience perspective of the presentations success.

Discuss the value of a quality critique and what characteristics one has to promote the different perspectives can have on the development of a project. Participate in individual and group evaluations of the MM plan.

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction

Clearly identify [qualifications instructors](#) must have to teach EACH area as identified above

☐ Computation

☐ Communication

X ☐ Human
Relations

AAS degree and 3-5 years industry 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:	Multimedia	Submitter:	Beth Fitzgerald
Prefix and Course Number:	MM160	Submitter Phone and Email:	503-978-5672 efitzger@pcc.edu
Credit	2	Course Title:	Marketing Yourself as a Multimedia Professional

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)

42

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Create a working resume', and a position targeted cover letter.

Articulate individual professional background and qualifications verbally in under a minute.

Describe the role social media has in the new millennium as it applies to finding and acquiring employment in the multimedia industry.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Students create a resume and cover letter.

Students demonstrate their own 30-second promotional speech to the class.

Discuss the value of a quality critique and what characteristic one has, to promote the value that different perspectives can have on the development of a project.

Group critique and discussion

Human Relations	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 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
☐ Computation	
☒ Communication	AAS degree and 3-5 years industry experience
☐ 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:	Multimedia	Submitter:	Beth Fitzgerald
Prefix and Course Number:	MM230	Submitter Phone and Email:	503-978-5672 efitzger@pcc.edu
Credit	4	Course Title:	Graphics for Multimedia

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)

48

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Utilized and optimize graphic file formats and their individual characteristics to various modes of delivery

Relate the primary features of pixel resolution and color depth issues of graphics development to multiple modes of delivery

Utilize industry standard development tools for design and lay out of digital media.

Create, edit, and optimize graphic images for use in various multimedia applications and the various delivery possibilities;

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Review different graphic formats and the variables and attributes of each to determine file size and resolution for different modes of delivery.

Students develop various graphics for multiple modes of delivery and students prepare them for the next phase of production.

Adjusting numerically filters attributes, sizes, ratios and compression of graphics for different modes of delivery and optimize accordingly

Students create graphics composited with many images for print delivery then optimize for web delivery or video delivery

Evaluate images and predict how they will look with different resolution and color depth issues to determine what plan of action will be needed.

Scenario exercise, students are given images that a client has asked them to use for the web and they must predict how they would look and how they would optimize them, how long it will take them, what they would be doing to the actual pixels, and how it would effect the quality.

Students recommend a plan of attack for approval and then apply the plan accordingly.

Communication	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 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)	0
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
☒ Computation	AAS degree and 3-5 years industry experience
☐ Communication	
☐ Human Relations	

Related Instruction for CTE Courses

Save this document as the course prefix and number
Send completed form electronically to curriculum@pcc.edu

General Information

Department:	Multimedia	Submitter:	Beth Fitzgerald
Prefix and Course Number:	MM270	Submitter Phone and Email:	503-978-5672 efitzger@pcc.edu
Credit	3	Course Title:	Writing for Multimedia

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)

90

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Use advanced and detailed project conception strategies (story boards, flow charts, design treatments) to articulate project communication goals and the development process.

Plan, design, and write treatments for non-linear, interactive digital media based on human factors analysis, target audience, and communication goals.

Write a multimedia script design that integrates text and the traditional elements of storytelling with various media and that includes interactivity and navigation for interactivity

Solicit and incorporate audience feedback as a regular part of the design and writing process

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Lecture topics: human factors, usability, plagiarism, tact and diplomacy, cultural relativism, persuasive online writing, defamation, effective teamwork, website site map and outlining, using outside evidence and resources, interactive scripts, and use of social media.

Activities/assignments: website usability analysis, website target audience identification, website site map and outline, script analysis, and blogging.

Lecture topics: components of narratives scripts, interactive vs. linear scripts, formatting a script, creating a storyboard and shot list, and website site map and outlining.

Activities/assignments: crew project and final presentation, website site map and outline.

Lecture topics: components of narratives scripts, interactive vs. linear scripts, and formatting a script.

Activities/assignments: crew project and final presentation, team project: script writing.

Lecture topics: grammar issues, clarity and concision in writing, human factors, usability, globalization and localization in Web design, and use of social media.

Activities/assignments: crew project and final presentation, team project: script writing, voice-over assignment.

Lecture topics: tact and diplomacy, effective teamwork, roles in Multimedia.

Activities/assignments: team project, crew project and final presentation, class world creation group project.

Lecture topics: tact and diplomacy, effective teamwork, roles in Multimedia.

Activities/assignments: team project, crew project and final presentation, class world creation group project.

Lecture topics: grammar, planning, most topics address writing format.

Activities/assignments: All assignments.

Lecture topics: blogging, tact and diplomacy, and effective teamwork.

Activities/assignments: team project, class world creation group project, blog and blog review .

Human Relations	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 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
☐ Computation	
☒ Communication	AAS degree and 3-5 years industry experience
☐ Human Relations	

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:	Professional Music	Submitter:	Allen Jones	
Prefix and Course Number:	MUC 166	Submitter Phone and Email:	Ext. 5226 ajones@pcc.edu	
Course Title: (60 characters max)	The Music Business: Career Opportunities and Self Defense	Credits:	2	
Transcript Title (30 characters max)	Business of Music	Contact hours:	Lecture: 20 Lec/lab: Lab:	
Grading option. Check all that apply	☒ A-F ☒ P-NP ☒ Audit with faculty consultation	Can this class be repeated?	☒ Yes ☐ No	How many times? Once.
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:	
Course or program fee: (Identify only fees which are independent of the standard lab fee)				
Course Description: (the field expands as needed)	Covers what you need to know to pursue a career in music and the music business.			
Begin the course description with an active verb. Include course recommendations in the description.				

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Outcomes: (Use observable and measurable verbs)	Students will: • Comprehend and apply basics of copyrighting to be able to copyright their own songs. • Gather and present information about song structures, royalties, band agreements, and songwriting and collaboration agreements. • Use an understanding of the role of music publishers, agents, managers, and other business professionals to navigate a musical submission. • Use reason, decision-making, and complex problem-solving in business settings in the music field.
Course activities and design: (from CCOG)	COURSE ACTIVITIES AND DESIGN • Students will secure and fill out copyright forms for their own songs. • Present their song structures and survey royalty, band, and songwriting collaboration agreements. • Select a music publisher(s), agent, and manager to navigate a musical submission. • Use reason and complex problem solving in music business settings. • Use appropriate communication skills in situations related to music business.
Outcomes assessment strategies: (from CCOG)	OUTCOME ASSESSMENT STRATEGIES • Copyright forms are complete. • Agreements are drafted and submitted. • Correspondence with music publisher is examined. • Any problems in the business setting are identified and solved. • Communication is reviewed for content and clarity.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	COURSE CONTENT THEMES, CONCEPTS, ISSUES, AND SKILLS • Copyright submission. • Agreements of collaboration for bands and song writing. • Musical submission to publisher(s). • Sound decision making in the music business setting. • Effective communication in music business setting.

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.	Addresses need in Professional Music Program
Will this new course be part of an existing, currently approved PCC	YES

certificate and/or degree?		
Name of certificate(s):	Professional Music	# credit: 43
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	X
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	X ☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	NO.
Impact on other Programs and Departments	
Are there 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	N/A

been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NO.
Implementation term:	☐ Next available term after approval ☒ Specific term: SPRING 2010
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
Allen Jones	ajones@pcc.edu	11/17/2009
SAC Admin Liaison	Email	Date
Kate Dins	kdins@pcc.edu	11/17/2009

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:	Theatre (TA)	Submitter name Phone Email	Patrick Tangredi 503-977-4323 patrick.tangredi@pcc.edu
Course Prefix and Number:	TA 145	# Credits:	4
Course Title: 60 characters max	Acting for the Camera	Transcript Title (30 characters max)	Acting for the Camera
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours):

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	X
Pass/No pass	X	☐
Audit in consultation with faculty	X	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title
	☒ No	

Course fee: **Identify only fees that are above and beyond the usual PCC fees**

Course Description: (field will expand as needed)	Identifies, exercises and utilizes the actor's resources to develop acting techniques specifically meant for acting on a visually recorded medium (camera). Taught only in conjunction with Video Production 2.

Begin the course description with an active verb. Include recommendations in the description.

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
x Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: TA 141	☒ Prerequisite	☒ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	This course is taught only with Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Corequisite/Prerequisite: TA 141 and its prerequisite requirements.
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See 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)	* Prepare a text from a producer in order to deliver a performance. * Hone and adapt performance skills in order to match them with requisite on camera performance work. * Perform an onscreen character in order to fulfill a role in a scripted, recorded narrative.
Course activities and design: (from CCOG)	Themes: 1. Appropriate use of relaxation and concentration 2. Analysis of script in preparation of a role 3. Application of video/camera related vocabulary 4. Critical analysis of a text 5. Team work Skills: 1.0 BASIC THEATRE VOCABULARY 1.1 Master camera proximity/relationship to action & directions 1.2 Evaluate performances with a supportive as well as critical eye 1.3 Determine basic character goals, obstacles, and tactics 1.4 Demonstrate basic blocking terminology

	2.0 SCRIPT/CHARACTER DEVELOPMENT 1.1 Memorize assigned scenes 1.2 Develop or integrate given blocking/staging for scenes 1.3 Rehearse with partner in preparation for performance 1.4 Practice cold reading techniques for auditions 3.0 PERFORMANCES 1.1 Portray a developed character in relation to camera needs 1.2 Display text analysis choices consistent with the script 1.4 Demonstrate the partnership aspects of a scene (give-and-take) 1.5 Accept criticism and praise 4.0 PHYSICAL AND VOCAL WORK 1.1 Demonstrate a physical and vocal warm-up routine 1.2 Apply projection and articulation techniques in a scene 1.3 Determine necessary vigorous physical activity and apply rehearsal techniques 5.0 WRITING 1.1 Write character biographies as assigned 1.2 Write critical analysis of texts or scripts as assigned
Outcomes assessment strategies:	Quizzes on readings, existing produced script (provided by television producers) Regular videotaping for individual critical feedback for camera performance skills. Written assessments of script/character/choices.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	The course will include, but not be limited to, the following: * Knowledge of basic acting skills: Text analysis, basic voice and diction practice, and stage and screen presence. * Knowledge of the etiquette of film sets: Preparing for multiple takes, evaluating camera angles for performance adjustment,

	* Knowledge of terminology in lighting, direction and lenses may be discussed. * Actor preparation: Location preparation, * Additional content (optional):auditioning for commercials, industrial films, videos and web related promotion. * Narrative issues: Develop an understanding of continuity storytelling, shaping an "out of sequence" performance, establishing a rhythm of continuity for delayed shooting. * Students will prepare scripts from actual produced teleplays or screenplays and texts provided in class from instructor as well as in order to deliver a performance. * Hone and adapt performance skills in order to match them with requisite on camera performance work. * Perform an onscreen character in order to fulfill a role in a scripted, recorded narrative.
Reason for the new course	Need to grow with the technological needs as well as provide skills that are now needed for actors in Portland area, as the camera acting pool is small, but the skills needed are rarely provided for in the community.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	As an elective, SOU, WOU. As this is a relatively new college level course, others are also still in development, if at all.
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes. As this is a collaborative course, it brings two programs Theatre and Video production) together, rather than competes.

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 course, as designed, is limited to the resources of the Sylvania and Cascade campuses at present as a companion course to Video Production. Other campuses could potentially offer both courses together, but they currently lack the resources (Camera equipment, editing infrastructures, etc) to do so.
Implementation term:	☒ Next available term after approval ☐ Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Patrick Tangredi	Patrick.tangredi@pcc.edu

SAC Administrative Liaison	Email
Steve Ward	sword@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
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:	Visual & Performing Arts & Design	Submitter name Phone Email	Patrick Tangredi 977.722.4323 patrick.tangredi@pcc.edu
Course Prefix and Number:	TA 250 A	# Credits:	1
Course Title: 60 characters max	Technical Theatre Production	Transcript Title (30 characters max)	
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ No How many times? 3	Contact hours (refer to help guide if necessary)	Lecture (# of hours): Lec/lab (# of hours): Lab (# of hours): 3
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☐	☐	
Audit in consultation with faculty	☐	☐	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title	
	☒ No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Course provides students the opportunity to apply technical skills in one or more areas of technical theatre. Participation in the main stage production required. Course may be repeated a maximum of 3 times.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: TA 111 OR	☐ Prerequisite	X Corequisite	☐ pre/co
course prefix & number: TA 112 OR	☐ Prerequisite	X Corequisite	☐ pre/co
course prefix & number: TA 113	☐ Prerequisite	X Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: (Use observable and measurable verbs)	- Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to closing night (AKA-the production process). - To employ teamwork skills in order to collaborate throughout the production process.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment may include: •Evaluation of performance running crew experience •Shop-hour participation •Journals •Peer evaluations •Examinations •Group Projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	•Apply techniques developed in rehearsal into the performance •Demonstrate discipline and commitment throughout project •Demonstrate effective listening •Demonstrate time management skills: establishing & adhering to deadlines •Backstage rehearsal & performance etiquette •Teamwork •Safe backstage practices •Safe shop practices
Reason for the new course	Replacing TA 190/290 Projects in Theatre courses, which were not accepted by OUS schools. The proposed course is accepted by OUS schools.

Section #2 Transferability
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	EOU, SOU, WOU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☒ E-mail correspondence with receiving institution - WOU ☒ Other - provide evidence: PSU - phone call with Bruce Keller SOU - phone call with Ezra Severin
Identify comparables at Oregon schools	EOU – THEA 255 Production & Performance Class (1-2 credit) U of O – TA 124 Production (1-2 Credit) OSU – TA 244 Scenecrafts (3 credits) PSU – TA 114, TA 115 Technical Theater Production (1 credit) SOU – TA 255 Theatre Practice (1-3 Credits) WOU – TA 253 Production Workshop (1-3 credits)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or	No.	

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.	No.
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term - Spring 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
Patrick Tangredi	patrick.tangredi@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Visual & Performing Arts & Design	Submitter name Phone Email	Patrick Tangredi 977.722.4323 patrick.tangredi@pcc.edu
Course Prefix and Number:	TA 250 B	# Credits:	2
Course Title: 60 characters max	Technical Theatre Production	Transcript Title (30 characters max)	
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ No How many times? 3	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 1 Lec/lab (# of hours): Lab (# of hours): 3
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☐	☐	
Audit in consultation with faculty	☐	☐	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title	
	☒ No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Course provides students the opportunity to apply technical skills in one or more areas of technical theatre. Participation in the main stage production required. Course may be repeated a maximum of 3 times.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum				
☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to Course Description:				
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum				
Learning Outcomes: (Use observable and measurable verbs)	- Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to closing night (AKA-the production process). - To employ teamwork skills in order to collaborate throughout the production process. - To independently navigate & troubleshoot a specific theatrical project within the production process.			
Course activities and design: (from CCOG)				
Outcomes assessment strategies:	Assessment may include: •Evaluation of performance running crew experience •Shop-hour participation •Journals •Peer evaluations •Examinations •Group Projects			
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	•Apply techniques developed in rehearsal into the performance •Demonstrate discipline and commitment throughout project •Demonstrate effective listening •Demonstrate critical thinking: conflict resolution •Demonstrate time management skills: establishing & adhering to deadlines •Backstage rehearsal & performance etiquette •Teamwork •Active Collaboration •Safe backstage practices •Safe shop practices			
Reason for the new course	Replacing TA 190/290 Projects in Theatre courses, which were not accepted by OUS schools. The proposed course is accepted by OUS schools.			

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	EOU, SOU, WOU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☒ E-mail correspondence with receiving institution - WOU ☒ Other - provide evidence: PSU - phone call with Bruce Keller SOU - phone call with Ezra Severin
Identify comparables at Oregon schools	EOU – THEA 255 Production & Performance Class (1-2 credit) U of O – TA 124 Production (1-2 Credit) OSU – TA 244 Scenecrafts (3 credits) PSU – TA 114, TA 115 Technical Theater Production (1 credit) SOU – TA 255 Theatre Practice (1-3 Credits) WOU – TA 253 Production Workshop (1-3 credits)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in	No.	

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.	No.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☐ Next available term after approval ☒ Specify term - Spring 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
Patrick Tangredi	Patrick.tangredi@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Visual & Performing Arts & Design	Submitter name Phone Email	Patrick Tangredi 977.722.4323 patrick.tangredi@pcc.edu
Course Prefix and Number:	TA 250 C	# Credits:	3
Course Title: 60 characters max	Technical Theatre Production	Transcript Title (30 characters max)	
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ No How many times? 3	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 1 Lec/lab (# of hours): Lab (# of hours): 6
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☐	☐	
Audit in consultation with faculty	☐	☐	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes	Course Number and Title	
	☒ No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Course provides students the opportunity to apply technical skills in one or more areas of technical theatre. Participation in the main stage production required. Course may be repeated a maximum of 3 times.		
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

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course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
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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)	- Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to closing night (AKA-the production process). - To employ teamwork skills in order to collaborate throughout the production process. - To independently navigate & troubleshoot a specific theatrical project within the production process. - To use learned skills in order to lead production team members in a specific area of technical theatre throughout production process.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment may include: •Evaluation of performance running crew experience •Shop-hour participation •Journals •Peer evaluations •Examinations •Group Projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	•Apply techniques developed in rehearsal into the performance •Demonstrate discipline and commitment throughout project •Demonstrate effective listening •Demonstrate critical thinking: conflict resolution •Demonstrate time management skills: establishing & adhering to deadlines •Backstage rehearsal & performance etiquette •Teamwork •Active Collaboration •Safe backstage practices •Safe shop practices •Leading peer groups •Demonstrate modes of communication: verbal, written, visual

Reason for the new course	Replacing TA 190/290 Projects in Theatre courses, which were not accepted by OUS schools. The proposed course is accepted by OUS schools.

Section #2 Transferability	
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Name of certificate(s):		# credits:

Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term – Spring 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
Patrick Tangredi	Patrick.tangredi@pcc.edu
SAC Administrative Liaison	Email
Steve Ward	sward@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	