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

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

Experimental Courses:

CJA 299H – Transportation and Border Security
PE 199O – Introduction to Outdoor Leadership
PE 199K – Introduction to Rock Climbing
PE 199B – Brazilian Jiu Jitsu II
PL 299A – Complex or Large Case Management
PL 299 – Sustainability. Environment and the Law

Course Inactivation:

MTH 111B – College Algebra – Bus, Mgmt, Life, Soc Sci
AD 241 – Prevention Theory and Practice
AD 242 – Community Organization
AD 243 – Planning and Evaluating Outcomes
AD 270C – CE: Prevention Practicum
AD 270D – CE: Prevention Practicum- Seminar
OMT 224 – Practicum IV
OMT 223 – Practicum III
OMT 234 – Seminar IV
HIM 292 – Health Information Directed Practice 1
HIM 295 – Certification Review Seminar

Available Grading Option:

None

Old Business:

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

276. ATH 230 – Native North Americans of the Northwest
Designation – General Education
Postponed at SAC Request

277. ATH 231 – Native North Americans of the Northwest
Designation – General Education
Postponed at SAC Request

278. ATH 232 – Native North Americans
Designation – General Education
Postponed at SAC Request

284. ATH 231 – Native Americans of the N.W.
Designation – Cultural Literacy
Postponed at SAC Request

285. ATH 232 – Native North Americans
Designation – Cultural Literacy
Postponed at SAC Request

314. PHL 210 – Asian Philosophy
Designation – Cultural Literacy

409. GEO 204 – Geography of the Middle East
Course Revision – Out

410. GEO 206 – Geography of Oregon
Course Revision – Des, Out

415. GEO 204 - Geography of the Middle East
Designation – Cultural Literacy

416. GEO 206 - Geography of Oregon
Designation – Cultural Literacy

427. MM 240 – MM Authoring II-Scripting
Course Revision – Des, Out
Postponed at SAC Request

428. MM 241 – MM Authoring III-Scripting
Course Revision – Des, Out
Postponed at SAC Request

599. AMT 101 – Introduction to A&P
Related Instruction

<u>New Business:</u>

617. PHL 210 – Intro to Asian Philosophy
Course Revision – Out

618. PHL 210 – Intro to Asian Philosophy
Designation – General Education

619. EET 101 – Intro to Elect. Test Equip
Course Revision – Des, Req, Out

620. EET 110 – Intro to Renewable Energy
Course Revision – Des, Req, Out

621. EET 111 – Electronic Circuit Analysis I
Course Revision – Des, Req

622. EET 121 – Digital Systems I
Course Revision – Des, Req, Out

623. FP 9050 – Public Relations Information and Education I
Course Revision – Number, Out

624. FP 9150 – Fire Officer II
Course Revision – Number, Des, Req, Out

625. FP 9020 – Fire Department Budgets
Course Revision – Number, Des, Req, Out

626. ESOL 159 – ESOL VESL Support Course
New Course

627. D 177 – Hip Hop
Course Revision – Des

628. D 184 – Ballroom Dance
Course Revision – Des

629. HST 102 – History of Western Civilization: Medieval to Early Modern
Designation – General Education

630. HST 104 – History of Eastern Civilization: The Middle East
Designation – General Education

631. PSY 201A – Introduction to Psychology-Part 1
Designation – Cultural Literacy

632. PSY 202A – Introduction to Psychology-Part 2
Designation – Cultural Literacy

633. PSY 222 – Family and Intimate Relationships
Designation – Cultural Literacy

634. GT 101 – Introduction to Industrial Sustainability
New Course

635. GT 102 – Green Industrial Safety
New Course

636. GT 103 – Mechanical Systems
New Course

637. GT 104 – Electrical Systems Troubleshooting I
New Course

638. GT 105 – Applied Math for Green Technologies
New Course

639. GT 106 – Introduction to Green Technologies
New Course

640. GT 107 – Electrical Systems Troubleshooting II
New Course

641. GT 108 – Building Systems
New Course

642. GT 109 – HVACR Systems Operations
New Course

643. GT 110 – Workplace Communications
New Course

644. GT 111 – Preventive Maintenance/Energy Conservation
New Course

645. GT 112 – Control Systems
New Course

646. GT 113 – Fluid Power
New Course

647.GT 114 – Local Applications Alternative Energy
New Course

648. GT 115 – Human Relations/Customer Service
New Course

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	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:	Identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought in order to critically assess readings from diverse historical and academic sources. Identify and explain foreign terms and concepts in each philosophical tradition in order to understand different cultural perspectives and communicate effectively with individuals sharing those perspectives. Recognize and reflect on cultural influences that have shaped one's own intellectual perspectives, concepts, and values in order to critically assess one's own conceptions of self in a broader cultural context and empower one's ability for self refinement. Recognize and reflect on cultural perspectives which differ from one's own in order to define one's responsibility within a diverse community and respectfully communicate with others whose opinions might differ

	from one's own.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought in order to critically assess readings from diverse historical and academic sources. Identify and explain foreign terms and concepts in each philosophical tradition in order to understand different cultural perspectives and communicate effectively with individuals sharing those perspectives. Recognize and reflect on cultural influences that have shaped one's own intellectual perspectives, concepts, and values in order to critically assess one's own conceptions of self in a broader cultural context and empower one's ability for self refinement. Recognize and reflect on cultural perspectives which differ from one's own in order to define one's responsibility within a diverse community and respectfully communicate with others whose opinions might differ from one's 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	Name	E-mail Address

This Request	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	Geography	Submitter name Phone Email	Matt Constantino X7808 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.	• Become more aware of humans' relationship with the physical environment by analyzing how political and economic development in the Middle East has been influenced by accessibility to oil, water, and other natural resources. • Become a more informed and engaged American citizen by analyzing and understanding political and economic relationships between the United States and countries in the Middle East. • Become more aware as to how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention. • 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	2/10/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	2/10/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Geography	Submitter name Phone Email	Matt Constantino X7808 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. Delineates the major cultural and physical divisions within Oregon, in order to better understand the state's significant diversity. A specific emphasis is placed on current issues and trends, and the growth of Oregon is placed into context with regional and national growth patterns.

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.	• Interpret selected Oregon cultural and physical regions at different points in history. • Use the knowledge of Oregon's physical environment to evaluate how its people have interacted with modern-day Oregon landscape. • Evaluate how changing cultural, social, and economic characteristics of Oregon affect public policy, urban growth, and the physical environment. • Become a more informed citizen with a better understanding of how Oregon's economic development is being shaped by local, national, and even global factors. This will also give students the information to become more educated consumers. • 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			
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prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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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	2/10/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	2/10/2011

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	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: • Become more aware of humans' relationship with the physical environment by analyzing how political and economic development in the Middle East has been influenced by accessibility to oil, water, and other natural resources. • Become a more informed and engaged American citizen by analyzing and understanding political and economic relationships between the United States and countries in the Middle East. • Become more aware as to how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention. • 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.	• Become more aware as to how ethnic, linguistic, and religious diversity within the Middle East has led to both internal strife and external intervention. • 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
	Karen Sanders	ksanders@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. Delineates the major cultural and physical divisions within Oregon, in order to better understand the state's significant diversity. A specific emphasis is placed on current issues and trends, and the growth of Oregon is placed into context with regional and national growth patterns.
Course Outcomes:	Upon successful completion of Geography 206 the student will be able to: • Interpret selected Oregon cultural and physical regions at different points in history. • Use the knowledge of Oregon's physical environment to evaluate how its people have interacted with modern-day Oregon landscape. • Evaluate how changing cultural, social, and economic characteristics of Oregon affect public policy, urban growth, and the physical environment. • Become a more informed citizen with a better understanding of how Oregon's economic development is being shaped by local, national, and even global factors. This will also give students the information to become more educated consumers. • 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
	Karen Sanders	ksanders@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Related Instruction for CTE Courses

General Information			
Department:	Aviation Maintenance Technology	Submitter:	Marshall V. Pryor, FDC
Prefix and Course Number:	AMT 101	Submitter Phone and Email:	971-722-7233 mpryor@pcc.edu
Credit	1	Course Title:	Introduction to Aviation Maintenance Technology (formerly Introduction to A&P)

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)	1
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
1. Identify program requirements for both certification and graduation and determine appropriate personal action regarding entrance into the AMT program. 2. Locate, identify and implement basic strategies of problem solving techniques.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Search aviation websites for career opportunities.		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	6
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
1. Identify program requirements for both certification and graduation and determine appropriate personal action regarding entrance into the AMT program. 2. Locate, identify and implement basic strategies of problem solving techniques. 4. Identify and implement basic strategies for avoiding aircraft fire hazards and procedures for effective fire extinguishment.		

Content (Activities, Skills, Concepts, etc.): provide details or specifics
Search aviation websites for Human Factors or Work Ethic issues. Identify safety precautions.
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	**Education:** An AMT Instructor will hold at least and Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings. **Experience:** An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience. **Related Instruction:** An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations. **Part time Instructors:** An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

☐ Human Relations	**Education:** An AMT Instructor will hold at least and Associate of Applied Science in Aviation Maintenance Technology or other vehicle service field and a valid FAA Mechanic certificate with both Airframe and Powerplant ratings. **Experience:** An AMT instructor must present valid evidence of a minimum of five years recent experience exercising the privileges of both the Airframe and Powerplant mechanic ratings. Five years' experience teaching at the college level or aviation maintenance training department or a combination of experience may be substituted, year for year, for recent aviation mechanic experience. **Related Instruction:** An AMT instructor presenting valid evidence of a minimum of five years' experience exercising the privileges of an Airframe and Powerplant mechanic, or an appropriately related aviation industry, qualifies to teach the Related Instruction content regarding Computation, Communication, and Human Relations. **Part time Instructors:** An AMT Instructor presenting a valid certificate with a single rating will be limited to teaching only the subject material related to that rating. AMT Instructor education and experience still apply appropriately to the single rating.

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Philosophy	Submitter name Phone Email	John Farnum X4574 Jfarnum@pcc.edu
Current prefix and number	PHL 210	Proposed prefix and number	
Current course title	Intro to Asian Philosophy	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	

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

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

Current learning outcomes	New learning outcomes
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	Identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought in order to critically assess readings from diverse historical and academic sources. Identify and explain foreign terms and concepts in each philosophical tradition in order to understand different cultural perspectives and communicate effectively with individuals sharing those perspectives. Recognize and reflect on cultural influences that have shaped one's own intellectual perspectives, concepts, and values in order to critically assess one's own conceptions of self in a broader cultural context and empower one's ability for self refinement. Recognize and reflect on cultural perspectives which differ from one's own in order to define one's responsibility within a diverse community and respectfully communicate with others whose opinions might differ from one's own.

Reason for change	To conform with new outcome language paradigm in order to apply for the Gen ED and Cultural Literacy 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

☐ Standard prerequisites - WR 115, 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
Michael Warwick	mwarwick@pcc.edu	2/10/11
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	2/10/11

Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	John Farnum	Jfarnum@pcc.edu
SAC Chair	Michael Warwick	mwarwick@pcc.edu
SAC Admin Liaison	Loretta Goldy	lgoldy@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PHL 210	Course Title:	Intro to Asian Philosophy
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PHL 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:	Identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought in order to critically assess readings from diverse historical and academic sources. Identify and explain foreign terms and concepts in each philosophical tradition in order to understand different cultural perspectives and communicate effectively with individuals sharing those perspectives. Recognize and reflect on cultural influences that have shaped one's own intellectual perspectives, concepts, and values in order to critically assess one's own conceptions of self in a broader cultural context and empower one's ability for self refinement. Recognize and reflect on cultural perspectives which differ from one's own in order to define one's responsibility within a diverse community and respectfully communicate with others whose opinions might differ.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The study of Asian philosophy gives people a broader context with which to view other cultures and their main conceptual frameworks. By studying other cultural philosophies, people are better able to reflect on their own cultural perspectives.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Studying philosophy gives people a specific insight into a culture's history of ideas and helps people understand how different perspectival frameworks influence personal and societal worldviews. Asian philosophy has a rich historical tradition and by studying texts, such as The Analects by Confucius, people can then gain insight into the way specific societies (such as those in China) define gender roles in that community.

C. Understanding of themselves and their natural and technological environments.	N/A

D. Ability to reason qualitatively and quantitatively.	N/A

E. Ability to conceptually organize experience and discern its meaning.	Human perception is influenced by the cultural contexts within which we are raised. Our ideas of truth, beauty and meaning are shaped by the ideas privileged within the dominant cultural contexts of our community. Asian philosophy reveals the unique conceptual frameworks that have developed in the philosophies of Buddhism, Taoism, Hinduism, and Confucianism, and gives people an insight into what each framework considers true, beautiful, and meaningful experience.

F. Aesthetic and artistic values.	N/A

G. Understanding of the ethical and social requirements of responsible citizenship.	The human experience is rich and diverse, and depending on the way cultures have organized there are multiple definitions of ethics to be discovered. Some cultures define ethics individually and praise the virtuous characteristics of hard work and autonomous choice, which is a typically Western philosophical view. While others, such as seen in Asian philosophy, define ethics socially and our commitments to social harmony are praised as virtues. By exploring Asian philosophy, people can appreciate this variety of ethical frameworks.

Arts and Letters

Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music,

language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Identify basic philosophical concepts in Hindu, Buddhist, Taoist, and Confucian thought in order to critically assess readings from diverse historical and academic sources. Identify and explain foreign terms and concepts in each philosophical tradition in order to understand different cultural perspectives and communicate effectively with individuals sharing those perspectives. Recognize and reflect on cultural influences that have shaped one's own intellectual perspectives, concepts, and values in order to critically assess one's own conceptions of self in a broader cultural context and empower one's ability for self refinement. Recognize and reflect on cultural perspectives which differ from one's own in order to define one's responsibility within a diverse community and respectfully communicate with others whose opinions might differ.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	Engaging in the reading and discussion of philosophical texts is at the core of a liberal arts education. People who are exposed to philosophy, in this case Asian philosophy, are able to interpret complex ideas and apply them to their own experiences and life choices. The skills and values learned in philosophical pursuits uniquely position people to become lifelong learners.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	When people learn diverse philosophical traditions, their views of ethics, society, and truth are greatly expanded. We live in a conceptually diverse world, with a wide variation in how different cultures define norms and values. Philosophy helps people critically analyze these variations in human discourse and enables them to participate in conversations about local and global topics with a broader knowledge base.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	EET	Submitter name Phone Email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu
Current prefix and number	EET 101	Proposed prefix and number	EET 101
Current course title	Intro to Elect. Test Equip	Proposed title (60 characters max)	Intro to Elect. Test Equip
Reason for title change	No Change	Proposed transcript title (30 characters max)	Intro to Elect. Test Equip

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 operation and use of various types of equipment and tools used in electronic technology including; oscilloscope, function generator, DMM, and voltage source, calculator, and EXCEL. Also uses software controls to obtain and analyze data available on this equipment. Use Pspice to perform simulation. Prerequisite: Placement in WR 115; Prerequisite/ concurrent: MTH 95.	Introduces the operation and use of various types of equipment and tools used in electronic technology including; oscilloscope, function generator, DMM, and voltage source, calculator, and EXCEL. Uses software controls to obtain and analyze data available on this equipment, and Spice to perform simulation. Prerequisite: WR 121; Prerequisite/ concurrent MTH 111

Reason for change	To align with program prereqs

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. Operate Electronic lab equipment 2. Analyze lab data using software 3. Use soldering, Excel, and calculator skills in Electronic Technology setting. 4. Use Pspice to perform simulations 6. The student will be able to use PCC°s, and EET°s learning resources more effectively.	1. Operate Electronic lab equipment 2. Use software to analyze lab data 3. Use soldering, Excel, and calculator skills in Electronic Technology setting. 4. Use Spice to perform simulations 6. Use PCC's, and EET's learning resources more effectively to advance their knowledge of electronic engineering.
Reason for change	Better wording

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			
x☐ Placement into: . WR 115			
prefix & number: math 95	☐ Prerequisite	☐ Corequisite	x☐ 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			
x☐ Completion of WR 121			
prefix & number: Math 111	☐ Prerequisite	☐ Corequisite	x☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x☐ No	
Implementation term	☐ Next available term after approval x☐ Specify term 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
Mike Farrell	mike.farrell@pcc.edu	2/15/11
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz`	dsteinme@pcc.edu	2/16/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	EET	Submitter name Phone Email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu
Current prefix and number	EET 110	Proposed prefix and number	EET 110
Current course title	Intro to Renewable Energy	Proposed title (60 characters max)	Intro to Renewable Energy
Reason for title change	No Change	Proposed transcript title (30 characters max)	Intro to Renewable Energy

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

Current Description	Proposed Description
Introduction to Renewable Energy Introduction to sustainability and renewable energy (RE) sources and technologies including PV and solar thermal, geothermal, biomass, biodiesel, fuel cell, wind, hydro, ocean wave, photovoltaic, etc. Also covers RE environmental issues, demand and distribution management, and green and RE career opportunities, etc. Recommended: Placement in WR 115 and MTH 95.	Introduces sustainability and renewable energy (RE) sources and technologies including PV and solar thermal, geothermal, biomass, biodiesel, fuel cell, wind, hydro, ocean wave, photovoltaic, etc. Covers RE environmental issues, demand and distribution management, and green and RE career opportunities, etc. Prerequisites: WR 121; prerequisite/concurrent MTH 111; or department approval

Reason for change	To align with program prerequisites

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
• Successfully apply an understanding of how renewable energy fits within the concept of sustainability in furture coursework. • Use an understanding of the broad spectrum of renewal engergy sources and technologies in order to support the installation and servicing of renewal energy systems in homes and businesses. • Use an understanding of renewal energy environmental issues and demand /power distribution management to identify career opportunities.	▪ Apply an understanding of how renewable energy fits within the concept of sustainability in future coursework. ▪ Use an understanding of the broad spectrum of renewable energy sources and technologies in order to support the installation and servicing of renewal energy systems in homes and businesses. ▪ Use an understanding of renewable energy environmental issues and demand /power distribution management to identify career opportunities.

Reason for change	Better wording.

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			
☐Reccommended: Placement in WR 115 and MTH 95			
prefix & number: math 95	☐ 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
x☐ Completion of WR 121

prefix & number: Math 111	☐ Prerequisite	☐ Corequisite	x☐ pre/con
department approval	☐ Prerequisite	☐ Corequisite	x☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x☐ No	
Implementation term	☐ Next available term after approval x☐ Specify term 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
Mike Farrell	mike.farrell@pcc.edu	2/15/11
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	2/16/11

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
X☐ description
x☐ prerequisites and co-requisites
☐ 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	EET	Submitter name Phone Email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu
Current prefix and number	EET 111	Proposed prefix and number	EET 111
Current course title	Electronic Circuit Analysis I	Proposed title (60 characters max)	Electronic Circuit Analysis I
Reason for title change	No Change	Proposed transcript title (30 characters max)	Elec Circuit Analysis I

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
International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Includes a 3-hour per week laboratory session. Prerequisite: Placement in WR 121; prerequisite/concurrent MTH 111;	Covers International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. Includes DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks, Thevenin and Norton equivalent circuits, node voltage and mesh current analysis methods; Includes a 3-hour per week laboratory session. Prerequisite: prerequisite/concurrent MTH 111; prerequisite/concurrent EET 101; or

prerequisite/concurrent EET 101 or department approval	department approval
Reason for change	To align EET of PCC and the RET program of CGCC.

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. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.	1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.
Reason for change	No 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			
x☐ Placement into: WR 121			
prefix & number: math 111	☐ Prerequisite	☐ Corequisite	x☐ pre/con
prefix & number: EET 101 or department approval	☐ Prerequisite	☐ Corequisite	x☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

prefix & number: Math 111	☐ Prerequisite	☐ Corequisite	x☐ pre/con
prefix & number: EET 101 or department approval	☐ Prerequisite	☐ Corequisite	x☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x☐ No	
Implementation term	☐ Next available term after approval x☐ Specify term 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
Mike Farrell	mike.farrell@pcc.edu	2/15/11
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	2/16/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	EET	Submitter name Phone Email	Sanda Williams 503-977-4527 Sanda.williams@pcc.edu
Current prefix and number	EET 121	Proposed prefix and number	EET 121
Current course title	Digital Systems I	Proposed title (60 characters max)	Digital Systems I
Reason for title change	No Change	Proposed transcript title (30 characters max)	Digital Systems I

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

Current Description	Proposed Description
The first course in digital electronics covering basic electrical concepts, number systems, combinational gates (AND, OR, NOT, NAND, NOR, and XOR), electrical characteristics and internal structures of TTL gates, Boolean algebra, Karnaugh mapping, and use of MSI devices including adders, decoders, encoders, multiplexes and demultiplexers. Includes a 3 hour per week laboratory. Prerequisite: MTH 95; placement into WR 115.	Covers basic electrical concepts, number systems, combinational gates (AND, OR, NOT, NAND, NOR, and XOR), electrical characteristics and internal structures of TTL gates, Boolean algebra, Karnaugh mapping, and use of MSI devices including adders, decoders, encoders, multiplexes and demultiplexers. Includes a 3 hour per week laboratory. Prerequisite: prerequisite/concurrent MTH 111; Prerequisite/ concurrent EET 101; or department approval.

Reason for change	To align EET of PCC and the RET program of CGCC.

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. To be able to describe the operation of combinational logic gates (AND, OR, NOT, NAND, NOR, and XOR) from both an electrical and a logical point-of-view and be able to combine logic gates into circuits that perform various functions. 2. To be able to use the binary number system as well as Boolean algebra, DeMorgan's Theorem, and Karnaugh mapping to manipulate Boolean expressions. 3. To be able to interpret the truth tables of MSI (medium-scale integration) devices including adders, decoders, encoders, multiplexers and demultiplexers. 4. To be able to describe the overall circuit operation when a MSI device is combined with combinational gates, or other MSI devices, to create an application circuit. 5. To construct digital circuits, able to use standard laboratory instrumentation to verify the operation of the circuits, and use PC-based electronic circuit simulation software.	1. Describe the operation of combinational logic gates (AND, OR, NOT, NAND, NOR, and XOR) from both an electrical and a logical point-of-view and be able to combine logic gates into circuits that perform various functions. 2. Use the binary number system as well as Boolean algebra, DeMorgan's Theorem, and Karnaugh mapping to manipulate Boolean expressions. 3. Interpret the truth tables of MSI (medium-scale integration) devices including adders, decoders, encoders, multiplexers and demultiplexers. 4. Analyze the overall circuit operation when a MSI device is combined with combinational gates, or other MSI devices, to create an application circuit. 5. Construct digital circuits using standard laboratory instrumentation to verify the operation of the circuits, and use PC-based electronic circuit simulation software.
Reason for change	Better wording

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: WR 115			
prefix & number: math 95	x☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: Math 111	☐ Prerequisite	☐ Corequisite	x☐ pre/con
prefix & number: EET 101 or department approval	☐ Prerequisite	☐ Corequisite	x☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x☐ No	
Implementation term	☐ Next available term after approval x☐ Specify term 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
Mike Farrell	mike.farrell@pcc.edu	2/15/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fire Protection Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 9050	Proposed prefix and number	FP 248
Current course title	Public Relations Information and Education I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Covers company officer responsibilities for a basic understanding of public relations, information and fire education. Designed to offer a brief overview of these topics. Prerequisite: FP 213.	Introduces a basic overview of public relations, information and fire education which fall within a company officer's responsibility. Prerequisite: FP 122
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
1.0 Course Overview Instructional Goal: The goal of this section is to clarify the terminology that describes the communication activities between fire personnel and the public. Objectives: 1.1 Describe the differences between public relations, public information, and public education. 1.2 Differentiate the goals of the fire service with respect to Public relations, information and education. **2.0 Public Relations Considerations** Instructional Goal: The goal is to gain an appreciation for the reaction of citizens in response to contact with the fire service in emergency and non-emergency situations. Objectives: 2.1 Describe the impact that each of the following has on public relations: 2.1.1 driving manners 2.1.2 appearance of building/grounds 2.1.3 telephone courtesy 2.1.4 quality of service provided 2.1.5 attitudes/actions of personnel 2.2 Describe various ways to handle complaints. **3.0 Public Information Techniques** Instructional Goal: The goal is to provide the student with basic techniques and principles to follow when providing information to the news media. Objectives: 3.1 Demonstrate how to prepare and describe how to submit a news release. 3.2 Describe the moral and legal considerations which must be taken into account prior to the release of information. 3.3 Describe department policy with regard to communicating with the media. 3.3.1 at the incident scene 3.3.2 at other times **4.0 Public Education Principles** Instructional Goal: The goal is to familiarize the student with the basic principles of planning, presenting and evaluating fire education activities.	Students who successfully complete this course will be able to: • Use public relations techniques and principles when responding to citizens regarding emergency and non-emergency situations. • Apply public information techniques and principles when providing information to the news media. • Apply public fire education principles in planning, presenting and evaluating fire education activities.

Objectives: 4.1 Describe what is involved in each of the following steps of planning a public fire education program: a. Identification b. selection c. design d. implementation e. evaluation 4.2 Identify three education programs which could be implemented by the department using suppression personnel. 4.3 Describe a positive education message which relates to a local fire problem. **5.0 Summary of Programs** Instructional Goal: The goal is to review the benefits of the various programs and actions to the community and the fire service. Objectives: 5.1 Describe how public relations, public information and public education can be utilized to benefit the department. 5.2 Identify the benefits to the community that these programs bring	

Reason for change	Update outcomes

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: FP 213	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: FP 122	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fire Protection Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 9150	Proposed prefix and number	FP 271
Current course title	Fire Officer 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
Designed to meet NFPA 1021. Includes a contemporary look at the duties and responsibilities of first level supervisors. Covers first level supervisory functions associated with human resource management, community and government relations, fire administration, inspection and investigation, emergency service delivery and safety. First level supervisory and middle management responsibilities will be	Includes second level supervisory functions associated with human resource management, community and government relations, fire administration, inspection and investigation, emergency service delivery, and health and safety. Meets NFPA 1021, Chapter 5, Fire Officer II. Prerequisite: FP 270 or equivalent

discussed and contrasted with Fire Officer II duties and responsibilities.	
Reason for change	Update description

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
No Outcomes	Students who successfully complete this course will be able to: • Work with human resources to accomplish assignments in accordance with safety plans and in an efficient manner. • Skillfully respond with inquiries by the community and communicate the role, image, and mission of the fire department to the public. • Apply general administrative functions and implement departmental policies and procedures at the station level. • Conduct inspections to identify hazards and address violations and investigate fires to determine preliminary cause, secure incident scenes, and preserve evidence. • Supervise emergency operations, conduct pre-incident planning, and deploy assigned resources in accordance with the local emergency plan. • Apply health and safety plans, policies, and procedures to daily activities as well as the emergency scenes.
Reason for change	No outcomes listed

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: None Listed	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			

prefix & number: FP 270 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
Ed Lindsey		
SAC Administrative Liaison	Email	Date
Larry Clausen		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fire Protection Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 9020	Proposed prefix and number	FP 245
Current course title	Fire Department Budgets	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
Outlines the budget process as required by Oregon laws to include types of budgets, the process of preparing the budget and classifying expenditures. Prerequisite: FP 213.	Covers the budgeting process as required by Oregon law, includes types of budgets, budgeting process, and classification of expenditures. Prerequisite: FP 112.

Reason for change	Update description

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

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

Current learning outcomes	New learning outcomes
1.0 Types of Budgets Instructional Goal: The goal is to understand the common types of budgeting systems used by fire agencies. Objectives: 1.1 Define "budget" and identify five types of budgets and how policy and budget interface. 1.1.1 Lump sum budget 1.1.2 Line item budget 1.1.3 Performance budget 1.1.4 Program budget 1.1.5 Zero-based budgeting 1.1.6 Integrative budget system 1.1.7 Planning Programming Budgeting system. **2.0 Funding Sources and Competition** Instructional Goal: The goal is to recognize the source of funds available for supporting the fire service. Objectives: 2.1 Identify three common sources of funding for fire departments 2.2 Describe the following types of levies: 2.12.1 Levy within the tax base 2.2.2 One year levy 2.2.3 Serial levy 2.2.4 Debt service levy 2.2.5 Continuing levy 2.3 Identify the entities with which the fire department must compete for funds within the local jurisdiction. **3.0 Budget Preparation Procedures** Instructional Goal: The goal is to understand the process of preparing the budget document. Objectives: 3.1 List the steps involved in the preparation and adoption of the budget for the local jurisdiction. 3.2 Describe the procedures which can be used to control and report the budget and analyze expenditures. 3.2.1 Traditional Controls 3.2.2 Behavioral Controls 3.2.3 Statistical Analysis **4.0 Classification of Expenditures and Budget Types**	**Students who successfully complete this course will be able to:** • Follow Oregon laws during preparation and administration of budgets. • Use various types of budgets to prepare a fire department budget. • Use the budget preparation process to develop a fire department budget. • Use various classifications of expenditures to prepare and administer the budget.

Instructional Goal: The goal is to examine the different types of expenditures within a budget. Objectives: 4.1 Identify items which would be included in each of the following classes of expenditures: 4.1.1 Personal services. 4.1.2 Contractual services 4.1.3 Commodities 4.1.4 Capital outlay 4.1.5 Other expenses. 4.2 Define the following terms: 4.2.1 Replacement cost 4.2.2 Depreciation 4.2.3 Service level trends 4.2.4 Fixed Asset 4.3 Identify the similarities and differences among the following: 4.3.1 Annual budget 4.3.2 Long term operating budget 4.3.3 Capital improvement program	

Reason for change	Update outcomes

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: FP 213	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: FP 112	☒ 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
Ed Lindsey		
SAC Administrative Liaison	Email	Date
Larry Clausen		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ESOL	Submitter name Phone Email	Karen Sanders x7085 ksanders@pcc.edu
Course Prefix and Number:	ESOL 159	# Credits:	8
Course Title: 60 characters max	ESOL VESL Support Course	Transcript Title (30 characters max)	VESL Support Course
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ No How many times? 4	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 80-88 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☐	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**	none	
Course Description: (field will expand as needed)	Provides English language support for ESOL learners while they are concurrently enrolled in the designated CTE courses. Runs 80 hours per term concurrently. Department permission required.	

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

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

pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: (at least) (i.e. must be at ESOL level 5 or higher in all 3 skill areas: reading, writing and communication)	☐ Placement into:		
course prefix & number: ESOL 150/150N – Level 5 reading	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: ESOL 152/152N – Level 5 writing	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: ESOL 154/154N – Level 5 communication	☐ Prerequisite	☐ Corequisite	☒ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	• Read authentic and some modified materials appropriate for adults • Write a variety of correspondence related to employment • Orally communicate effectively in English • Set and carry out short and long term personal and professional goals
Course activities and design: **(from CCOG)**	The VESL Support course will teach a variety of job skills while simultaneously providing language support (reading, writing and oral communication) for the associated credit CTE program. This support may include instruction in skills and activities that can be adjusted to the requirements of the specific technical content area. In addition, integrated ESOL skills will always be taught with the objective of improving writing, reading and communication.
Outcomes assessment strategies:	• Successful completion of the internship • Active participation in job readiness development • Successful completion of all assignments related to the course
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Themes and Concepts** • English language proficiency in reading, writing, and oral communication • Success in college level courses • Job readiness • Transition to work • Problem solving • Cultural awareness • Personal expression/reflection **Skills** **A. Reading** • Read, understand, and follow directions • Use skimming and scanning to find specific information • Develop questions based on readings • Work in groups to define, analyze, and solve problems • Use a monolingual, adult, ESL dictionary of American English and other references • Read for comprehension under time constraints • Develop vocabulary • Read authentic materials related to the field of study, including manuals, directions, and texts **B. Writing**

	Grammar Review and Instruction • Phrases and clauses • Verbs and related structures • Other parts of speech • Mechanics Written Communication • Writing and editing basic paragraphs and short essays • Improvement in ability to communicate through emails and letters • Strengthen confidence in written communications • Resume and cover letter writing **C. Communication** Oral Communication • Learn conventions of the job interview via mock interviews • Develop strategies for informational interviews • Practice effective telephone communication • Recognize idioms and jargon, especially related to the field of study • Choose appropriate words and word forms • Recognize and use correct word order most of the time • Communicate effectively in all tenses • Use question and negative forms correctly most of the time • Participate by contributing and connecting ideas • Begin to develop strategies to achieve intelligibility • Begin to backtrack and restructure smoothly in conversation • Listen, understand, take notes and follow directions appropriate to the field of study • Develop discussion skills (asking clarification questions to negotiate meaning, rejoinders, confirmation) to participate in job interviews, workplace meetings and small group discussions
Reason for the new course	The ESOL program is partnering with a variety of CTE programs to provide vocational pathways for English Language Learners. This course is targeted at the ESOL population and provides a legitimate and valued 'exit point' from the complete ESOL 8 level curriculum. At levels 5 and 6 students may choose to continue through on the 'academic' track (i.e. complete level 8 and move into RD115 and WR115) or they may choose to exit and pursue a vocational path. This course provides the language support necessary for student success in these technical programs.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	N/A

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.	N/A

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☒ Next available term after approval

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Dominique Millard	dmillard@pcc.edu
SAC Administrative Liaison	Email
Karen Sanders	ksanders@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Current prefix and number	D 177	Proposed prefix and number	D 177
Current course title	Hip Hop	Proposed title (60 characters max)	Hip Hop
Reason for title change	n/a	Proposed transcript title (30 characters max)	**n/a**

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

Current Description	Proposed Description
Introduces the fundamental principles and skills of Hip Hop dance. Emphasis placed on development of correct technique, strength and flexibility, musicality, and individual expression through movement. Focus on Hip Hop elements, culture, and terminology.	Introduces the fundamental principles and skills of Hip Hop dance. Emphasis placed on development of correct technique, strength and flexibility, musicality, and individual expression through movement. Focus on Hip Hop elements, culture, and terminology. Course may be taken a total of three times for credit as either D 177 or PE 186R.

Reason for change	Current description doesn't include language about repeatablilty.

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

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

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x Yes ☐ No	I will email this revised description to PE SAC Chair to ensure consistent language.
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
Heidi Dyer	Heidi.diaz@pcc.edu	02/15/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	02/15/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Current prefix and number	D 184	Proposed prefix and number	D 184
Current course title	Ballroom Dance	Proposed title (60 characters max)	Ballroom Dance
Reason for title change	n/a	Proposed transcript title (30 characters max)	**n/a**

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

Current Description	Proposed Description
Ballroom Dance Introduces the fundamental principles of Ballroom Dance. Emphasis placed on proper partnering, style, and phrasing. Focus on elementary steps of Foxtrot, Waltz, Swing, Cha-Cha, and Rumba.	Ballroom Dance Introduces the fundamental principles of Ballroom Dance. Emphasis placed on proper partnering, style, and phrasing. Focus on elementary steps of Foxtrot, Waltz, Swing, Cha-Cha, and Rumba. Course may be taken a total of three times for credit as either D 184 or PE 186D.

Reason for change	Current description doesn't include language about repeatability.

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

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

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
x Yes ☐ No	I will email this revised description to PE SAC Chair to ensure consistent language.
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
Heidi Dyer	Heidi.diaz@pcc.edu	02/15/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	02/15/11

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Terri Barnes	terri.barnes1@pcc.edu

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

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

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

7. Complete the following Course Information:

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

Course Credits:	4.0	Gen Ed Category:	Social Science

Course Description:	Studies the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution, Enlightenment and the French Revolution.

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

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.	During the time period covered in this course western Europeans became culturally distinct based on the Latin Christian tradition, but that distinction was also based largely on defining who they were *not*. The concept of "others" in the late-Medieval and Early Modern periods, for example, Jews, Muslims, Mongols, witches, heretics, Africans, Native Americans, and even Protestants, played a vital role in the formulation of western Europe's sense of self. In this course, topics such as overseas exploration to the Americas, the Protestant Reformation, the Christian re-conquest of Spain, and pogroms against Jews, witches, and heretics, are investigated to help students learn that as western Europeans' identity shifted, so too did their policies and perceptions toward the rest of the world.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	In this course students learn about events that were local and personal, while at the same time having global ramifications. For example, through study of primary sources such as firsthand accounts of the Black Death in the 14th century, students gain a personal perspective of a tragedy that caused global devastation. Likewise, study of the Protestant Reformation reveals it affected Europe on both micro and macro levels, changing forever not only the faith of individuals, but of entire countries. Students learn how western Europeans responded to these events (and others), including culturally-biased reactions toward groups such as the Jews and women. Personal perspective also extends to the students themselves, as they examine events and sources with the intent of developing their own interpretations.

C. Understanding of themselves and their natural and technological environments.	Understanding European geography is essential to understanding the motivations behind key events studied in this course such as Atlantic exploration, increased trade, African slavery, and the Italian Renaissance. Without western Europe's desire to find trade routes to the East by heading west, Atlantic exploration and contact with the Americas may not have happened. Additionally, once trade routes were opened and colonization began, Europe's geographic proximity to the African continent allowed for the increase in African slave labor. Finally, study of the geographic position of Italy in southern Europe and along key east-west trade routes explains how it became so wealthy, and why the Renaissance had its roots there. Through examining the Scientific Revolution, students learn about the improvements in technology that enabled global European expansion.

D. Ability to reason qualitatively and quantitatively.	Examining history involves reading primary sources, looking at artifacts and cultural products such as art, architecture, literature, and music, and also studying secondary source interpretations, all in an effort to qualify and quantify the past. This course requires students to engage in all these activities in order to reason why things happened in the past in the way they did and why it matters. Students also learn historiography through identification of various schools of thought and theoretical models, such as continuity versus change, society and culture, gender, and microhistory.

E. Ability to conceptually organize experience and discern its meaning.	In order to understand how western Europe shifted from a medieval to a modern place, students need to investigate history as a progression of historical concepts. Using primary and secondary sources to identify and organize the experiences of the High Middle Ages, Renaissance, Reformation, Scientific Revolution, Enlightenment, and French Revolution, students learn the importance of historical context, highlighting how each concept built upon and influenced the others.

F. Aesthetic and artistic values.	Western Europe from approximately 1300 to 1800 C.E. was a place steeped in aesthetic and artistic change. Students study religious icons and the rise of Gothic cathedrals as symbols of the spiritual and political power of the Catholic Church, and then transition into the Renaissance era where styles shifted based on a renewed interest in the classical Greek and Roman past. Through innovations such as linear perspective, naturalistic sculpture, and advancements in architecture and engineering, a new "modern" aesthetic was born in the West. The rise of Civic Humanism broadened the definition of who commissioned the new art and architecture and why, as wealthy secular patrons joined the Church in defining western culture. The content and context of art shifted into more secular themes. In the Baroque era that followed, a highly ornate and dramatic aesthetic underscored the rising power of western European monarchs. The Catholic Church would also embrace the Baroque style in its fight against the more austere and plain aesthetic favored by the Protestants. Finally, by 1800 C.E. the Romanticism movement came to express through art, architecture, literature, and music, the emotional turmoil of the revolutionary eras and the stresses brought on by a rapidly changing industrializing world. Through studying these artistic and aesthetic changes, students gain an understanding of how art was used not only for enjoyment and creative expression, but also to educate, promote secular and religious agendas, and reflect political and economic power.

G. Understanding of the ethical and social requirements of responsible citizenship.	This course also surveys western Europe's historical political evolution from a world where hereditary monarchies and the Catholic Church were the dominant political institutions, to a secular world where a scientific worldview and Enlightenment ideals of individual and equal rights and liberties increasingly became the norm. Particularly through examining the Enlightenment and French Revolution, students will gain an appreciation for the struggles undertaken by everyday Europeans to create a modern political system where the ideas that hierarchy is natural and that political institutions should exist to perpetuate privilege were rejected. Through learning the process that created their modern-day democratic and free society, students gain insight into what it means to be an ethically and socially responsible citizen, upholding those hard-won rights and privileges.

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.*	• Articulate an understanding of key events in the late medieval and early modern history of western Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in late medieval and early modern Europe in order to evaluate and appreciate their historical contributions to western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.
***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"?**	This course's focus on western Europe's progression from a medieval to a modern civilization requires students to analyze all aspects of life from approximately 1300 to 1800 C.E. The changes in this period were widespread and felt socially, politically, economically, spiritually, and culturally. Students read primary source documents to put these changes into historical context, and to understand not only the cause of the changes, but how Europeans behaved in response to them. For example, the Scientific Revolution of the 16th and 17th centuries is studied to highlight not only technological development, but a key breakthrough from a world dominated by religious thought to one based on empirical science. In the writings of Galileo and Newton, students see that early science had much of its basis in faith; scientific investigation was a means to understand God's handiwork. But the focus on reason and rational thought during the subsequent period of the Enlightenment irrevocably split science and faith into two separate spheres, creating our modern worldview. Students must also recognize there are multiple interpretations of history, and this is achieved through analysis of secondary sources such as monographs, film, journal articles, and textbooks. They learn to identify an author's thesis, and then respond to it by questioning and formulating their own ideas about the

	past, and then expressing those ideas in both oral and written form. Throughout the course students are continually connecting the past with the present and thus understanding how their "modern" world was born. Knowledge of how people behaved in the past leads to insight into how people behave in the present.

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"?**	As with all historical inquiry, this course seeks to promote personal growth by helping students to understand and appreciate the world they live in by tracing how that world was created. As western Europeans emerged from their "Dark Age" during the late-Medieval period, they began the process of defining who they were; therefore, the period from 1300 to 1800 C.E. was transformative in the creation of a distinct western identity. The events of the late-Medieval and Early Modern periods were crucial in the cultural development and expansion of western Europeans into a wider world. Students learn that all levels of society contributed to that development, from individuals such as peasants rising up in the Great Revolt of 1381 and the French Revolution, to large institutions such as the Catholic Church. They also learn it was in this period that Europeans first came into contact with a more diverse world than ever before, through overseas exploration of the Americas, Africa, and Asia. In learning how Europeans responded to these new cultures, students gain insight into the nature of cultural and ethnic struggles that persist today. They can then apply their knowledge to these contemporary issues and foster a greater appreciation for the diverse world we inhabit.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

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

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

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

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

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Robert Flynn	Robert.flynn@pcc.edu

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

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

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

7. Complete the following Course Information:

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

Course Credits:	4	Gen Ed Category:	Social Science

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

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

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.	One of the main goals of the History of Eastern Civilizations: Middle East course centers on understanding how Western, and, specifically, American culture has interacted with Middle Eastern cultures. The class achieves this end by exploring how culturally grounded Western assumptions have influenced the perceptions and behaviors of and about peoples in the region with a focus on how those assumptions have shaped and perpetuated

	unequal power relationships. For example, the course explores how Orientalist assumptions that defined Middle Eastern peoples as Others have shaped Western attitudes and justified imperialist and neo-imperialist ventures in the Arab Middle East from the Crusades to the present day. The class also explores the way in which nineteenth-century Western constructions of the Crusades designed to support imperialism in the Middle East indirectly shaped a Middle Eastern counter narrative that dominates the historical memory of the Crusades in the region today.

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.	One of the course outcomes of History of the Middle East is to "[c]onnect the past with the present to enhance contemporary understanding and encourage civic and global engagement." To achieve that end, the class examines global issues such as the Arab Conquest and the ensuing Arab Agricultural Revolution through the use of primary-source documents. By engaging these documents, students are able to connect on a personal level with the global changes that these events produced. Likewise, students in History of the Middle East read and discuss documents related to the genesis of the practice of veiling. In doing so, they come to understand how Mohammed challenged prevailing gender norms through his call for the legal and social emancipation of women, and how unequal power relations between men and women eventually permitted men to transform Mohammed's call for emancipation into a tool for the perpetuation of male privilege and female subordination.

C. Understanding of themselves and their natural and technological environments.	Understanding the natural and technological environment of the Middle East is critical for grasping the development of the region from Ancient times to the present day. Geography has always played an important role in shaping the Middle East. For instance, Islam is rooted in the Bedouin moral code, the *Murruwah*, which is, in turn, a product of the harsh desert environment of the Arabian Peninsula. Understanding Islam, in other words, requires that students first appreciate the difficult physical environment in which that religion emerged. Likewise, the course of events in the region changed dramatically in 1908 when William D'Arcy struck oil in Iran. Petroleum, and its uneven distribution, would immeasurably shape events in the region during the twentieth and twenty-first centuries. History of the Middle East consequently requires students to learn about the physical geography of the region on a regular basis through map assignments and quizzes. Students also learn about the technological environment in History of the Middle East. Through lectures and primary-sources, for example, they come to grasp the vital role that the technology of gunpowder played in the rise to dominance of the Ottoman Empire in the fifteenth century.

D. Ability to reason qualitatively and quantitatively.	History of the Middle East helps students to develop their ability to reason qualitatively and quantitatively by requiring them to apply the methods of the discipline of History to the subject matter. For instance, students read and analyze primary-source documents on the Crusades to see how relations between Muslims and Crusaders were more complex and varied than is popularly understood. Students also learn historiography to understand how different schools of thought perceive the region, to grasp how views of the Middle East have changed over time, and to comprehend how different ways of interpreting the region have shaped relations between the West and the Middle East. For example, students learn how traditional understandings of the Middle East justified Western control of the region and how Edward

	Said's concept of Orientalism challenged the older literature and, by extension, continued Western predominance in the region.

E. Ability to conceptually organize experience and discern its meaning.	Just as the broader discipline of History seeks to render the myriad events of the past into patterns that help us understand the past and better comprehend the events of the present-day, so this course aims to bring conceptual order to the history of the Middle East in a way that sheds light on contemporary issues. Through lectures, primary-source documents and secondary works, students in the History of the Middle East develop an understanding of the ways in which professional historians conceptually organize the past fifteen centuries of Middle Eastern History into a series of discrete periods. For example, students use primary-source and secondary-source materials to identify and organize twentieth-century Middle Eastern History into four distinct periods: Western Dominance (1900-1919), Decolonization (1919-1952); Secular Arab Nationalism (1952-1979), and the Resurgence of Islamism (1979-present).

F. Aesthetic and artistic values.	The study of History privileges the written word, but most certainly employs non-written material to uncover the past. In keeping with this approach, the History of the Middle East studies and discusses art and architecture to better understand the development of the region. For example, it explores Islamic religious art—with special attention paid to the reluctance of most Muslims to depict human or divine figures out of the belief that artistic representations of the human body constitute idolatry and are thus forbidden by the Quran—in order to better understand the religion. The course also studies Islamic architecture with an eye toward grasping its political and social significance. For instance, the course uncovers how Ottoman architecture and landscape architecture enhanced the prestige of the Sultan, and demonstrates to students that Abd al-Malik constructed the Dome of the Rock Mosque in the late seventh century for reasons of politics and diplomacy as much as religion.

G. Understanding of the ethical and social requirements of responsible citizenship.	Given America's global role in the contemporary world and its democratic political system, the ethical and social requirements of responsible citizenship demand that students develop both an appreciation of the foreign cultures and polities with which their nation interacts and an understanding of the contours of America's foreign relations. In keeping with this view, the History of the Middle East course spends significant time tracing the development of the contemporary states of the region and exploring the growth of US involvement in the Middle East. The class thus covers US involvement in the region since 1900 in great detail through the analysis of primary-source documents, through essays on secondary works such as Lloyd Gardner's *Three Kings*, and through in-class lectures and discussions. All of these activities aim to help students better understand America's complex and varied relations with the states of the Middle East and to become better informed about current issues stemming from those relations; they thereby help students to become more knowledgeable and better citizens.

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• Articulate an understanding of the key events in the history of the Middle East and use critical thinking to evaluate historical changes and their impact on Middle Eastern civilizations. • Locate and assess the historical bases of Middle Eastern ideologies, ideas, and social structures in order to be more informed regarding current issues. • Identify and assess how culturally-grounded assumptions have influenced the perceptions and behaviors of and about peoples in the Middle East. • Communicate effectively using historical analysis. • Connect the past with the present to enhance citizenship skills.
***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"?**	This course's focus on the history of the Middle East from the time of Mohammed to the present day demands that students analyze social phenomena using historical methods; in doing so, the class enables students to develop a stronger understanding of human behavior. The course's treatment of World War I is a good example of this approach. Students in the class study the momentous impact of the First World War on the region by critically analyzing primary-source documents during in-class discussions, by learning the relevant historiography through class lecture and discussion, and by writing essays based on secondary-source material. Analysis of primary-source documents makes plain the role played by individuals such as the Amir Husayn and by institutions such as the Egyptian *Wafd* Party in shaping the future contours of the region. Lectures on historiography and discussions in which the class critically evaluates different historical interpretations of the period give students a broader understanding of the pivotal events of the First World War era and provide a means for students to understand that History is contested and that it continues to inform attitudes about contemporary events. Essays on secondary works such as Toby Dodge's *Inventing Iraq* build on the discussion of historiography and on the primary-source documents by allowing students to engage with primary- and secondary-source evidence to construct their own interpretations of history. In doing so, they learn to identify and summarize an author's thesis, to assess and evaluate historical sources, and to use evidence to support their argument.

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 History of the Middle East course facilitates personal growth and development by helping students to learn that the Middle East is not the monolithic social world of the popular imagination, but a region rich in social diversity. The Middle East contains many ethnic and religious groups including the Jewish people, Arabs, Kurds, Persians, Greeks, Armenians, Sunnis, Shiites, Druze, Maronites, Eastern Orthodox Christians, Copts, and Catholics. Students learn much more than the fact that the Middle East is a diverse region, however, as they come to understand that the region's contemporary outlines reflect the unequal historical interaction of these groups. For example, Christians and Jews enjoyed subordinate-but-protected status in the Arab and Ottoman Empires based on Islamic doctrine and practices dating to the time of Mohammed. The introduction of European concepts of nationalism, imperialism, and modernization in the late nineteenth and early twentieth centuries eroded that arrangement and resulted in varied political systems—ranging from the secular Republic of Turkey, to the Maronite Christian-dominated Lebanon of the mid-twentieth century, to the Jewish state of Israel—and in new ideologies such as Zionism and Islamism. In coming to appreciate the rich diversity of the Middle East, in other words, students also learn the genesis of the region's many contemporary issues; they thus leave the class armed with the knowledge that all American citizens must have if they are to consider carefully the contemporary problems that are part and parcel of America's enormous diplomatic, military, cultural, and economic involvement in the Middle East.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	Psy 201A	Course Title:	Introduction to Psychology-Part 1

Course Description:	**Addendum to Course Description** First term of a two-term sequence in introductory psychology covering the history of psychology, scientific methods, the brain, nervous system, sensation, perception, consciousness, human development, learning, memory, language, and cognition. Taught from a cross-cultural frame for understanding various human differences including a multidimensional, perspective which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Meets cultural literacy and diversity requirements for Associate Degrees. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	**Intended Outcomes for the course**

	1. Acquisition of the basic principles of the psychological study of human development, sensation and perception, learning theory, memory, language, and cognition. 2. An understanding of the history of psychology to include the recognition of cross-cultural differences found within the United States and the international community. 3. Comprehension and application of the principles of the scientific method in studying psychology. 4. Development of critical thinking skills in order to assess the validity and applicability of scientific principles of behavior vs. unscientific or unsubstantiated assumptions. 5. A basic understanding of the structure and function of the brain, neurotransmitters, and the nervous system. 6. An understanding of the role of genetics and the relative contribution of the environment in influencing psychological mechanisms of behavior and development. 7. In each of the above mentioned topics, students will demonstrate a sensitivity and empathy, and an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, socioeconomic class, cross-cultural values, ethnicity, age, culture, ability, and disability. 8. Students will also demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	2. An understanding of the history of psychology to include the recognition of cross-cultural differences found within the United States and the international community. 7. In each of the above mentioned topics, students will demonstrate a sensitivity and empathy, and an appreciation for individual differences which may take into account gender, sexual orientation, race, socioeconomic class, ethnicity, age, culture, ability, and disability.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course exposes students to a wide range of influences upon human differences. The exposure includes multicultural differences that are observed regionally and internationally. Recognition of differences between genders, ethnicity, culture, values, and beliefs is incorporated into class content.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Monica H. Schneider-Anthony	monicacareer@aol.com

SAC Chair	Name	E-mail Address
	Monica H. Schneider-Anthony	monicacareer@aol.com

SAC Admin Liaison	Name	E-mail Address
	Brooke Gondora	

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	PSY 202 A	Course Title:	Introduction to Psychology-Part 2

Course Description:	**Course Description** The second term of a two-term sequence in introductory psychology, covering emotion, motivation, intelligence, personality theory, health psychology, abnormal psychology, therapies, and social psychology. Course taught from a sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Meets cultural diversity requirements for Associate Degree. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. **Addendum to Course Description** The second term of a two-term sequence in introductory psychology, covering emotion, motivation, intelligence, personality theory, health psychology, abnormal psychology, therapies, and social psychology. Course taught from a cross-cultural frame for understanding various human differences including a multidimensional perspective which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Meets cultural literacy diversity requirements for Associate Degree. Recommended: PSY 201 or 201A. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	**Intended Outcomes for the course** 1. Acquisition of a specialized knowledge base comprised of psychological concepts, principles, and perspectives which is appropriate for advancement to upper division study in the areas of emotion, motivation, intelligence and personality theory, psychopathology and psychotherapy, and social psychology. 2. Comprehension and application of the principles of the scientific method in studying psychology. 3. Acquisition of the skills necessary to evaluate psychological arguments using empirical evidence, and to evaluate the validity of conclusions about behavior, while recognizing that preconceptions of bias, discrimination and prejudice influence our observations and interpretations. 4. In each of the above mentioned topics, students will demonstrate sensitivity and empathy, and an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, socioeconomic class, cross-cultural values, ethnicity, age, culture, ability, and disability. 5. Students will also demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the internet and multimedia resources for the course. **Course Activities and Design** **Outcome Assessment Strategies** Students will demonstrate achievement of these outcomes by any of the following: 1. Written assignments designed to promote integration of class material with personal reflection and experience. 2. Written or oral assignments designed to stimulate critical thinking. 3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class. 4. Active participation in class discussion. 5. In-class participation in individual and group exercises, activities, or class

	presentations. 6. Design and completion of research projects. 7. Service learning activities. 8. Participation in online discussions and/or completion of assignments through electronic media.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Acquisition of the skills necessary to evaluate psychological arguments using empirical evidence, and to evaluate the validity of conclusions about behavior, while recognizing that preconceptions of bias, discrimination and prejudice influence our observations and interpretations. 2. In each of the above mentioned topics, students will demonstrate sensitivity and empathy, and an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, socioeconomic class, cross-cultural values, ethnicity, age, culture, ability, and disability.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course exposes the student to cross-cultural norms and challenges the student to use critical thinking when evaluating behavior and motivation. The assignments, discussions, and reading promote a multidisciplinary view of human differences. The definition of relationships is broadly explored with development of variables that effect pschosocial in positive and negative ways.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Monica H. Schneider-Anthony	Monica.schneider@pcc.edu

SAC Chair	Name	E-mail Address
	Monica H. Schneider-Anthony	Monica.schneider@pcc.edu

SAC Admin Liaison	Name	E-mail Address

	Brooke Gondora	

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

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.	Don't we need something here?

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Monica H. Schneider-Anthony	Monica.schneider@pcc.edu

SAC Chair	Name	E-mail Address
	Monica H. Schneider-Anthony	Monica.schnieder@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Brooke	

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Portland Community College

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	Psy 222	Course Title:	Family and Intimate Relationships

Course Description:	**Course Description** Explores processes involved in both traditional and non-traditional relationships and families; including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage, and blended families. Prerequisite:WR 115, RD 115 and MTH 20 or equivalent placement test scores. **Addendum to Course Description** Explores processes involved in both dominant and non dominant cultural views of relationships and families; including views of love, friendship, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, relationship violence, divorce, remarriage, and blended families. This course meets cultural literacy requirements for associate degree. Prerequisite:WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	**Intended Outcomes for the course** 1. Demonstrate understanding of cross-cultural, historical, accurate and current information and research relevant to intimate relationships. 2. Recognize that relationships involve a series of choices that can be made deliberately or by default. 3. Develop greater self-awareness regarding one's own relationship choices, patterns, and processes and to thus encourage sensitivity and empathy for human differences in values and beliefs. 4. Understand the difference between intuition, personal observations, and the scientific method in drawing conclusions about relationship patterns and processes. 5. Demonstrate awareness of and appreciation for cross-cultural and historical differences in relationship patterns and processes and family organization. 6. Demonstrate an ability to find and critically evaluate research/information about family and intimate relationships via electronic means; to include peer-reviewed databases and the world-wide web.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Demonstrate understanding of cross-cultural, historical, accurate and current information and research relevant to intimate relationships. 2. Demonstrate awareness of and appreciation for cross-cultural and historical differences in relationship patterns and processes and family organization. 3. Develop greater self-awareness regarding one's own relationship choices, patterns, and processes and to thus encourage sensitivity and empathy for human differences in values and beliefs.
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course exposes the student to cross-cultural norms and challenges the student to use critical thinking when evaluating behavior and motivation. The assignments, discussions, and reading promote a multidisciplinary view of human differences. The definition of relationships is broadly explored with development of variables that effect relationships in positive and negative ways.

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

	Name	E-mail Address
Person Submitting This Request	Monica H. Schneider-Anthony	Monica.schneider@pcc.edu

	Name	E-mail Address
SAC Chair	Monica H. Schneider-Anthony	Monica.schneider@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Brooke Gondora	

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 101		Credits:	3
Course Title: (60 characters max)	Introduction to Industrial Sustainability		Transcript Title (30 characters max)	Intro to Indust Sustainability
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 3 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students explore a broad overview of sustainability and environmental engineering. Students learn the principles, concepts, and technology of alternative resources including power production by wave energy, wind energy, solar energy, hydrogen-fuel devices and other emerging alternative power generation systems. Students learn the basics of sustainability in an industrial context, including energy conservation, waste reduction and preventive maintenance.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to course description:	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Identify the major alternative energy producing resources. 2. Describe the advantages and/or disadvantages of various alternative energy production systems. 3. Identify major technologies used in alternative energy producing resources. 4. Apply strategies for determining which alternative energy resources to use in various applications. 5. Describe the importance of sustainable industrial practices for maintain a competitive advantage in the global marketplace.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Basics of industrial sustainability • Basics of environmental engineering • Overview of solar and wind • Overview of bio-mass and bio-fuel • Principles of wave energy • Hydrogen-fuel production • Overview of sustainability in production/operations and repair/maintenance systems at industrial, small business and farm levels • Fundamentals of waste reduction and process improvement • Lean technology • Maintenance and troubleshooting of alternative energy production systems

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:

Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 102		Credits:	2
Course Title: (60 characters max)	Green Industrial Safety		Transcript Title (30 characters max)	Green Industrial Safety
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students will learn the essential skills needed to develop and maintain safe work habits in various industrial workplaces following OR-OSHA guidelines, including general accident prevention. Students demonstrate safe use of tools/equipment commonly found in a variety of manufacturing and construction industries. Emphasis will be put on safety procedures leading to sustainable practices and results.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Demonstrate safe shop practices. 2. Maintain a safe work environment and effective shop housekeeping procedures. 3. Identify and use appropriate clothing and personal protective equipment. 4. Prevent work-related injuries and accidents in the workplace. 5. Demonstrate required safety procedures and record-keeping processes, including OR-OSHA guidelines. 6. Respond to emergencies. 7. Demonstrate proper us, maintenance and storage of hand tools. 8. Display proper use of tools to make precision measurements.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Introduction to safety in a green environment. • Personal safety • Safe shop practices • Ergonomics • Accident prevention / lock out / tag out • Hazardous materials and waste • Material safety data sheets and standard workplace hazard/warning signs and labels • Hand tools • Basic power tools • Tool cleaning and storage

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:

Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 103		Credits:	3
Course Title: (60 characters max)	Mechanical Systems		Transcript Title (30 characters max)	Mechanical Systems
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course focuses on learning the fundamentals of mechanical power. Students learn common mechanical components from nuts and bolts to gears, gear boxes, shafts and bearings. Students perform common mechanical tasks, and learn to fine tune drive systems involving belts, chains, etc. This course demonstrated the importance of lubrication in maintaining gears and other movable parts, and emphasizes operations to reduce friction and wasted motion, which are major contributors to energy inefficiency.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Use hand, power, and electronic tools to troubleshoot, maintain, and repair mechanical systems. 2. Build and maintain mechanical and electrical equipment having movable parts. 3. Identify and troubleshoot mechanical problems. 4. Devise maintenance routine for mechanical systems. 5. Work safely both alone and in a team.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on lab activities. 4. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Mechanical components overview – nuts, bolts, fasteners, propellers, bearings, and other common mechanical tasks • Drive systems (chain, belt, direct drive) • Lubrication of gears and other types of mechanical moving parts • Introduction to bearing technology • Descriptions of pressure gauges, intensifiers, hydraulic accumulators, pumps, and lubrication properties • Maintenance procedures and schedules • Sustainability issues in mechanical systems

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No

Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):	na	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 104		Credits:	2
Course Title: (60 characters max)	Electrical Systems Troubleshooting I		Transcript Title (30 characters max)	Elect Sys Troubleshooting I
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 1 Lec/lab: 2 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course covers information on basic DC and AC electrical theory, definitions, basic component identification and analysis of series, parallel and combination circuits. Emphasis is placed on practical application, troubleshooting and problem solving. Students learn to troubleshoot common electrical problems in industry, such as low voltage, high voltage, open circuits, high resistance shorts to ground and current/voltage unbalance. Emphasis is on prevention of electrical energy waste.

Identify prerequiste, corequisite and concurrent course(s)
(double click on check box to activate dialog box)

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

☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Recognize the relationship and the use of formulas to determine voltage, current, resistance and power. 2. Define terms; learn units of measurement, symbols and relationships. 3. Visualize and analyze series, parallel and combination circuits. 4. Identify and test using electrical measuring devices – analog meter; difital multi-meter; and oscilloscopes. 5. Investigate, troubleshoot and problem solve using electrical and electronic test instruments. 6. Use electrical schematics to troubleshoot electrical and electronic cercuits. 7. Identify electrical waste and methods of electrical waste prevention.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Intelitek on-line activities including end of section tests and final evaluation. • Instructor generated evaluations including tests and projects. • Hands on lab activities. • Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Safety • Critical terms and symbols • Electrical systems basics • Circuits and circuit protection • Voltage/current/resistance in electrical circuits • Electrical schematics • Testing electrical components • Electrical systems maintenance, troubleshooting, and repair • Prevention of electrical waste

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):	na	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval

	☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 105		Credits:	4
Course Title: (60 characters max)	Applied Math for Green Technologies		Transcript Title (30 characters max)	Applied Math for Green Tech
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 4 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course applies math concepts directly to real life problems encountered in green technologies. Range of problems may include energy, business, construction, materials, measurement, and environmental issues relating to green technologies. Mathematical topics include measurement and conversions, signed numbers, algebraic operations, equations and formulas, ratio and proportion, perimeters, areas, volumes, right triangles, graphing linear equations, and basic statistics. Learners will also develop, articulate and document their own problem solving strategies.

Identify prerequiste, corequisite and concurrent course(s)
(double click on check box to activate dialog box)

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

☐ Placement into:	☐ Placement into:

course prefix & number: GT 101	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: MTH 20	☒ 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)**	Upon successful completion of the course the student will be able to: • Recognize, interpret, formulate and apply real world math situations to their technical field. • Use mathematical problem solving techniques involving linear equations and formulas. • Use appropriate technology to solve mathematical problems and to judge the reasonableness of results. • Be able to use elementary algebra and geometry concepts in applied problems. • Be able to analyze and interpret data using a variety of graphs and basic statistics.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Intelitek on-line activities including end of section tests and final evaluation. • Quizzes and examinations • At least 1 project in which real world sustainability scenarios, requiring mathematical solutions, must be successfully analyzed and solved by the individual learner. Solution path must be clearly documented. • Graded homework • Participation in at least 2 online discussions
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	1) Green problem-solving concepts a. Collecting and analyzing data to determine knowns and unknowns when evaluating energy production, consumption, efficiencies, and environmental impacts b. Demonstrating ability to develop a verbal model of a problem to aid in developing equation(s) to solve energy problems and conduct cost/benefit estimations. c. Using formulas to solve for unknowns when evaluating energy alternatives. 2) Mathematical concepts: a. Review of operations with whole numbers, fractions, decimal fractions, and percent b. Signed numbers and Powers of 10 c. Conversions (U.S and Metric System)

	d. Measurement e. Fundamental Algebraic Operations f. Solving Linear Equations (in one variable) and Using Formulas g. Ratio and Proportion h. Linear Equations in two variables: Reading graphs, Interpreting graphs, and Graphing i. Geometry: Rectangles, Triangles, Quadrilaterals, Polygons, and Circles j. Right triangle analysis k. Basic Statistics l. Documentation of mathematical solution neatly and concisely. m. Using a scientific calculator n. Judge the reasonableness of results

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	

Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 106		Credits:	2
Course Title: (60 characters max)	Introduction to Green Technologies		Transcript Title (30 characters max)	Intro to Green Technologies
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students will be introduced to economic and environmental considerations for selecting appropriate green technologies and techniques to compare technology options. Technologies in the areas of energy production, transportation, electrical systems, building systems, and agriculture will be examined. Emphasis will be on identifying and selecting appropriate and cost-effective tolls and technology solutions across multiple industries and sustainable decision making.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Ability to discuss the impact of various energy uses on the environment in the short term and long term. 2. Ability to discuss the need to consider both economic and environmental issues in the selection of technologies. 3. Ability to estimate energy consumption and environmental impacts of various green technologies. 4. Ability to estimate energy production potentials and environmental impacts of various green technologies. 5. Ability to conduct a basic cost/benefit comparison of technology options. 6. Ability to discuss the importance of life cycle analysis of technologies.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Energy consumption – transportation & building systems • Energy consumption – electronics and electrics • Energy consumption – food and agriculture • Energy productions – wind and solar • Energy productions – hydroelectric and wave/tidal • Energy productions – geothermal and other emerging technologies • Environmental impacts – resource consumption • Environmental impacts – carbon dioxide and other byproducts • Estimation of costs and benefits • Life cycle considerations

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval

	☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 107		Credits:	3
Course Title: (60 characters max)	Electrical Systems Troubleshooting II		Transcript Title (30 characters max)	Elec Sys Troubleshooting II
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course covers the theory and application of magnetism, electromagnetism, the generation of electromotive force, AC and DC motor principles, transformer theory, types and applications. Students are introduced to electrical control circuits and the operation of a transistor. Students build on basic techniques and learn systematic troubleshooting methods and procedures to solve process problems. Analyzing motor control schematics and using advanced digital multi meters are stressed. Emphasis is on prevention and correction of energy wasting problems.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number: GT 104	☒ 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)**	1. Describe principles of operation for AC and DC motors, circuit components, and conductors. 2. Apply math and theory for alternating current calculation and values of voltage, current, frequency, capacitance, inductance and impedance. 3. Describe various troubleshooting techniques of testing equipment as applies to AC power. 4. Understand the relationship among voltage, resistance, and current values in circuits. 5. Determine power and load requirements. 6. Identify major components of electrical systems in circuits. 7. Perform a variety of troubleshooting tasks using appropriate instruments/meters. 8. Use schematics to trace electrical problems. 9. Analyze motor control schematics. 10. Wire and troubleshoot common motor control circuits.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on lab activities 4. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Safety • Reading and Analyzing Schematics • Electrical Systems Basics • Test Equipment • Calculating and Measuring Voltage, Current, and Resistance In Circuits • Data Collection Techniques • Cause-Effect Relationships • Troubleshooting Common Motor and Commercial Circuits • Motor Controls/Automated Control Systems • Analyzing the Condition of Motors Using Resistance Testing Equipment • Testing Failed Motors and Tracing Motor Control Circuits

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 108		Credits:	2
Course Title: (60 characters max)	Building Systems		Transcript Title (30 characters max)	Building Systems
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 1 Lec/lab: 2 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students learn basic principles of building science to assess building energy efficiency and monitor health and safety conditions, with an emphasis on a system analysis approach to inspection. Inter-connected system analysis includes the building's envelope, foundation, walls roof, doors and windows. Students learn how to use diagnostic equipment to analyze the effectiveness of the building systems to maximize energy performance, comfort, efficiency, safety and durability. Students will learn about using the HVAC ducting and digital controls (DDC) system as an aid in troubleshooting and promoting energy efficiency, and indoor air quality.

Identify prerequiste, corequisite and concurrent course(s)
(double click on check box to activate dialog box)

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

☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Analyze the efficiency of a building upon its construction and control systems. 2. Use appropriate diagnostic equipment to determine the energy efficiency of a building. 3. Complete and analyze indoor air quality surveys. 4. Determine how to maximize the energy efficiency of a building based on the results of analysis. 5. Use the HVAC ducting systems and digital controls (DDC) system as an aid in troubleshooting and promoting energy efficiency, and indoor air quality. 6. Troubleshoot control systems. 7. Perform various tasks to maintain buildings and reduce energy waste.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on lab activities 4. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Systems Thinking • Open and Closed Systems • Basics of Energy and Energy Efficiency • Introduction to HVAC Control Systems • Indoor Air Quality • Operation and Maintenance of Commercial Building Systems • Maximizing Systems Operations for Efficiency

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:

Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 109		Credits:	3
Course Title: (60 characters max)	HVACR Systems Operations		Transcript Title (30 characters max)	HVACR Systems Operations
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students will learn the concepts of the basic operations of various heating and cooling systems for commercial and residential applications. This course focuses on maintenance and service procedure for initial tuning of HVACR systems for energy efficiency. Practical application of skills include: taking pressures, identifying refrigerants, recovering and recycling refrigerant, evacuating and charging refrigeration systems. Also included are all applicable safety precautions and EPA governed environmental regulations. Energy efficiency will be emphasized.

Identify prerequiste, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Take pressures. 2. Identify refrigerants. 3. Recover and recycle refrigerants. 4. Evacuate and charge refrigeration systems. 5. Demonstrate applicable safety precautions and knowledge of EPA governed environmental regulations. 6. Observe and test system operation, using gauges and instruments. 7. Use proper tools to adjust and maintain equipment and systems. 8. Dismantle malfunctioning systems and test components, using electrical, mechanical, and pneumatic testing equipment. 9. Operate and service oil and gas heating systems. 10. Inspect and test system to verify system compliance with plans and specifications and to detect and locate malfunctions. 11. Adjust system controls to setting recommended by manufacturerfor maximum efficiency 12. Adjust system controls to setting recommended by manufacturer to balance system, using hand tools. 13. Fine tune HVACR systems for maximum efficiency
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on lab activities 4. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Pressure • Refrigerant Pressure and Temperature Relationship • Recovery and Recycling • Evacuation and Charging Refrigeration Systems • Refrigeration Component Operation Related to Troubleshooting. • Heating System Designs • Oil Heating Systems • Gas Heating Systems • Energy Efficiency • Environmental Concerns

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 110		Credits:	2
Course Title: (60 characters max)	Workplace Communications		Transcript Title (30 characters max)	Workplace Communications
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students will practice small group communication by participation in group discussions, readings, and written exercises. Attention to organization and conduct of problem-solving groups and learning. Emphasis is on, (1) learning how to enhance group communication, to deal effectively with conflict and to apply problem-solving techniques and (2) developing attitudes and skills applicable to leadership and successful participation in the workplace.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Explain and apply different small group communication theories 2. Understand and demonstrate how to work in small groups to identify problems and implement solutions 3. Explain different strategies for addressing conflicts in groups 4. Demonstrate group leadership 5. Demonstrate responsibility as a group/ team member 6. Discuss the importance of small group skills and knowledge related to workplace and civic activities 7. Demonstrate knowledge of basic principles and theories related to small group communication
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Interpersonal Communication • Communication in the Workplace • Small Group Communication • Roles and Leadership • Team Building • Problem Identification and Solving • Conflict and Power/Conflict Resolution • Employer-Employees Relationships • Communication with Diverse Populations • Interviewing Skills

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval

	☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 111		Credits:	2
Course Title: (60 characters max)	Preventive Maintenance/Energy Conservation		Transcript Title (30 characters max)	Prev Maint Energy Conservation
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Examines the development and implementation of a preventative maintenance program using proven actions and procedures and common computer software. Students will learn how to design, construct, and maintain industrial transfer systems. The emphasis of this course is the application of preventive maintenance strategies to green technology and efficiency.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Apply preventive maintenance practices to develop a preventive maintenance system and inventory management system using common computer technology (software) to organize and maintain the system. 2. Incorporate predictive maintenance procedures into system. 3. Operate a modern preventive maintenance system. 4. Develop mechanical maintenance procedures and schedules. 5. Design an actual preventative maintenance process for a specific piece of equipment commonly found in manufacturing processes. 6. Evaluate predictive maintenance and preventative maintenance and their advantages and disadvantages to the production process in manufacturing. 7. Develop green maintenance systems
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Safety in the Workplace • Troubleshooting, Repairing and Maintaining Industrial Systems • Preventive, Predictive and Breakdown Maintenance • Logistics and Operations of Preventive Maintenance with Mechanical Systems • Green Maintenance Concepts and Principles • Green Systems Maintenance • Laser Alignment Principles • Vibration Analysis • Cost Benefit Analysis • Inventory Control

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.	Required course for new Oregon Green Technician Certificate
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	☐ Yes ☒ No

Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	No

reached	
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 112		Credits:	3
Course Title: (60 characters max)	Control Systems		Transcript Title (30 characters max)	Control Systems
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 2 Lec/lab: Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Students will learn fundamentals of programmable logic control (PLC) operation, and troubleshooting. Variable speed drive operation and programming is covered as are process control principles for temperature and flow. Emphasis is on understanding of control operations for efficiency. This course will utilize on-line training and a hands-on seminar to offer hands-on learning opportunities.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Ability to connect programmable logic controller components. 2. Ability to analyze program operation. 3. Ability to program variable frequency drives. 4. Ability to determine energy efficiency possibilities in control systems.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Intelitek on-line activities including end of section tests and final evaluation. • Instructor generated evaluations including tests and projects. • Hands on lab activities. • Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Ladder logic • Programmable Logic Control principles • Variable Speed Drive technologies • Heating system and RHAVC controls • Industrial control systems • Control system documentation • Schematic analysis • Efficiency gains with control technology • Flow control principles • Energy efficiency opportunities though automation

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course	Requirement	

fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.

CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 113		Credits:	2
Course Title: (60 characters max)	Fluid Power		Transcript Title (30 characters max)	Fluid Power
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 1 Lec/lab: Lab: 2
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course provides an introduction to hydraulic schematics, troubleshooting common hydraulic problems and maintaining hydraulic systems used in a variety of production applications. It also provides an introduction to operating a pneumatic system, including maintenance and troubleshooting procedures. Students learn to read, interpret, and construct fluid systems schematic diagrams containing pneumatic and hydraulic component systems. Emphasis will be on operation of fluid power systems for energy savings and pollution controls.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Analyze hydraulic schematics to facilitate the logical troubleshooting of hydraulic systems and components. 2. Use hydraulic theory, proper safety procedures, and common hydraulic tools (i.e., flow meters, and pressure gauges) to troubleshoot common hydraulic system components (e.g. servos and actuators) and application problems. 3. Apply preventative maintenance systems in the maintenance of hydraulic systems, including filtration system maintenance. 4. Analyze pneumatic schematics to possibly improve systems or troubleshoot potential or real system problems or weaknesses. 5. Use pneumatic theory and applications to maintain, troubleshoot and repair pneumatic systems and components (i.e., air dryers, regulators, filters, oiling system, air pumps, compressors, and moisture control systems.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Intelitek on-line activities including end of section tests and final evaluation. • Instructor generated evaluations including tests and projects. • Hands on lab activities. • Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Using safe working practices • Hydraulic systems • Pneumatic systems • Introduction to the physics of fluid power • Maintaining systems • Troubleshooting systems • Repairing systems • Analyzing schematics • Energy savings • Pollution controls

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate		☐ Yes

and/or degree?		☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or	No

describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 114		Credits:	3
Course Title: (60 characters max)	Local Applications/Alternative Energy		Transcript Title (30 characters max)	Local App/Alternative Energy
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 3 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course is an introduction to the basic concepts and terminology of alternative energy sources. Subjects that will be explored in this course are biodiesel, wind, solar cells, fuel cells, ocean wave, geothermal, hydrogen, connection to the grid (homeowners), electric vehicles, as well as other emerging types of energy production. Research into old technologies as well as new will be explored, and students will research the applications of alternative energy in their local/regional communities and economies, including opportunities for employment.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)	
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
☐ Placement into:	☐ Placement into:

course prefix & number: GT 101	☒ 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)**	1. Be aware of what a renewable resource is and of possible energy sources. 2. Understand power grids and how to connect to them. 3. Understand energy conservation. 4. Understand the political climate that creates incentive for alternate energy production. 5. Understand how alternate energy is created. 6. Research new and old technologies dealing with alternate energy. 7. Explore environmental effects of renewable and conventional energy production on the environment. 8. Understand green power, green certificates, and what regulates the price of power on the market.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	• Intelitek on-line activities including end of section tests and final evaluation. • Instructor generated evaluations including tests and projects. • Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Alternative Energy Sources • Renewable Resources • Energy Conservation • Power Grids • Emerging Technologies • Effects on the Environment • Alternative Energy Production/Use in Local/Regional Communities and Economies • Career Pathways in Alternative Energy • Employment Opportunities in Alternative Energy • Finding Work in Alternative Energy Occupations

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.	Required course for new Oregon Green Technician Certificate
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	☐ Yes ☒ No

Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of	No

acknowledgments and/or agreements that have been reached	
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11

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:	CTE		Submitter name phone and email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Prefix and Course Number:	GT 115		Credits:	3
Course Title: (60 characters max)	Human Relations/Customer Service		Transcript Title (30 characters max)	Human Relations Cust Service
Can this class be repeated?	☐ Yes ☒ No	How many times?	Contact hours:	Lecture: 3 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

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

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

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

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

This course is designed to enable students to look at many factors that influence human behavior. The intent of this course is to help students increase their ability to handle interpersonal conflicts effectively at work and in their personal lives.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: GT 101	☒ 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)**	1. Manage interpersonal conflicts more effectively in the workplace and at home. 2. Further develop personal skills needed to succeed in a workplace that is becoming increasingly complex and diverse. 3. Make use of multiple resources to improve personal, family, or workplace relationships. 4. Demonstrate working knowledge of terms and concepts associated with the academic study and understanding of human relationships and career success.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	1. Intelitek on-line activities including end of section tests and final evaluation. 2. Instructor generated evaluation including tests and projects. 3. Hands on evaluation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Introduction to human relations • Interpersonal communication • Managing interpersonal conflict • Managing workplace communication • Conflict resolution • Improving personal and workplace relationships • Cross-cultural dynamics • Problem solving • Teamwork • Customer service

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.	Required course for new Oregon Green Technician Certificate	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No

Name of new certificate(s):	Oregon Green Technician Certificate	# credit: 46
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Program content will be standardized and fully transferable across/among the colleges that are part of the consortium.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: summer 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the CGCC Curriculum Committee level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	kkane@cgcc.cc.or.us	2/1/11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	swolff@cgcc.cc.or.us	2/1/11