CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
April 6, 2011
Sylvania CC, Conference Rm B

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

Experimental Courses:

FN 199 – Food Safety: ServSafe

Course Inactivation:

OMT 233 – Seminar III
AB 101 – Auto Body Basic Skills I (Night Class)
AB 102 – Auto Body Basic Skills II (Night Class)
AB 103 – Panel Repair I (Night Class)
AB 104 – Panel Repair II (Night Class)
AB 110 – Auto Painting IA (Night Class)
AB 111 – Auto Painting IB (Night Class)
AB 112 – Auto Painting IIA (Night Class)
AB 113 – Auto Painting IIB (Night Class)
AB 114 – Auto Painting IIIA (Night Class)
AB 115 – Auto Painting IIIB (Night Class)
AB 121 – Estimating
AB 9120 – Auto Body Restoration (Night Class)
AB 9121 – Vintage Auto Restoration Process

Available Grading Option:

WLD 280A – change to P/NP only
WLD 280B – change to P/NP only
CG 209 – change to A-F, P/NP, and Audit

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 Americans of Oregon
Designation – General Education

277. ATH 231 – Native North Americans of the Northwest
Designation – General Education

278. ATH 232 – Native North Americans
Designation – General Education

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

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

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

427. MM 240 – MM Authoring II-Scripting
Course Revision – Des, Out

428. MM 241 – MM Authoring III-Scripting
Course Revision – Des, Out

554. MM 130 – MM Graphic Video & Audio Prod
Course Revision – Des, Out

555. MM 140 – Multimedia Authoring I
Course Revision – Des, Out

New Business:

649. ATH 230- Native Americans of Oregon
Course Revision – Outcomes

650. ATH 231 – Native Americans of the N.W.
Course Revision – Outcomes

651. ATH 232 – Native North Americans
Course Revision – Outcomes

652. MM 150 – MM Proj Review, Test & Delivery
Course Revision – Des, Out

653. MM 232 – 3D Modeling & Animation
Course Revision – Des, Out

654. MM 233 – 3D Character Model & Animation
Course Revision – Des, Req, Out

655. MM 234 – 3D for the World Wide Web
Course Revision – Title, Des, Req, Out

656. MM 236 – Deliver Digit Video/Audio File
Course Revision – Des, Out

657. MM 260 – Video Production I
Course Revision – Req, Out

658. MM 246 – Post-Production Sound for Video
New Course

659. MM 255 – 3D Lighting and Texturing
New Course

660. MM 256 – Graphics for Multimedia II
New Course

661. CS 140U – Intro to Unix
Course Revision – Title, Des, Out

662. BA 223 – Principles of Marketing
Course Revision – Des, Out

663. BA 223 – Principles of Marketing
Contact/Credit Hour

664. ABE 0783 – Fundamentals of Reading
Course Revision – Req

665. HST 202 – History of U.S. – II
General Education

666. HST 104 – History of Eastern Civilization: Middle East
Course Revision – Title

667. PS 201 – U.S. Government: Foundations and Principles
Course Revision – Des, Out

668. PS 202 – U.S. Government: Institutions and Principles
Course Revision – Des, Out

669. PS 203 – State and Local Government
Course Revisions – Out

670. PS 220- U.S. Foreign Policy
Course Revision – Out

671. PS 204 – Comparative Political Systems
General Education

672. PS 205- Global Politics: Conflict and Cooperation
General Education

673. PS 225 – Political Ideologies: Idea Systems
General Education

674. MRI 121 – MRI Clinical I
Course Revision – Number

675. MRI 122 – MRI Clinical II
Course Revision – Number

676. MRI 123 – MRI Clinical III
Course Revision – Number

677. RAD 251 – Cross –Sectional Anatomy- Neck & Thorax
Course Revision – Number

678. RAD 252 – Cross-Sectional Anatomy – Abdomen & Pelvis
Course Revision – Number

679. RAD 253 – Cross-Sectional Anatomy – Head & Spine
Course Revision – Number

680. RAD 254 – CT Physics & Instrumentation
Course Revision – Number

681. RAD 255 – CT Protocols, Procedures & Pathology Correlation
Course Revision – Number

682. RAD 270 – CT Clinical I
Course Revision – Number

683. RAD 271 – CT Clinical II
Course Revision – Number

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

	Name	E-mail Address
SAC Chair	same	

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ANT 230	Course Title:	Native North Americans of the Northwest

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Social Science

Course Description:	Presents the history of anthropological research and the prehistory, languages and culture areas of Oregon's native peoples. Individual native groups are studied to better depict the life ways of Oregon's major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Course Outcomes:	Use an understanding of the prehistory of Native Americans in Oregon to better understand the diversity of people in the community and the workplace. Use an understanding of Native American language and cultures native to Oregon to better understand the diversity of people in the community and the workplace.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:
  A. understanding of their culture and how it relates to other cultures
  B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
  C. understanding of themselves and their natural and technological environments
  D. ability to reason qualitatively and quantitatively
  E. ability to conceptually organize experience and discern its meaning
  F. aesthetic and artistic values
  G. understanding of the ethical and social requirements of responsible citizenship
Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies in Oregon

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how Native American cultures in Oregon changed over time or because of contact with other Europeans. Compare gender roles in Native American cultures in Oregon with those in other societies.

C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies in Oregon as well as the role the environment plays in cultural development.

D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life in Oregon.

E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American cultures in Oregon.

F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures in Oregon.

G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans in Oregon.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Examine the prehistory of Native Americans in Oregon. (addresses criteria 1, 2 and 3) Identify Native American language and cultures native to Oregon.(addresses criteria 1, 2 and 3) Analyze the current social conditions of Native Americans in Oregon (addresses criteria 4 and 5)

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

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals in Oregon are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world relating to Native American experience in Oregon.

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

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

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will continue forward separately and the Gen Ed/Discipline Studies request
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1. Be available to all PCC students who meet the prerequisites for the course.

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

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

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

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

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

6. Complete the contact information:

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

SAC Chair	Name	E-mail Address
	same	

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ANT 231	Course Title:	Native North Americans of the Northwest

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Social Science

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

Course Outcomes:	Use an understanding of the prehistory of Native Americans in the Pacific Northwest in order to better understand the diversity of people in the community or the workplace. Use an understanding Native American language and cultures in the Northwest region in order to better understand the diversity of people in the community or the workplace.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Compare American cultural values and behaviors with those of Native American societies in the Pacific Northwest

B. Appreciation of history both from a global	Understand how Native American cultures in the Pacific Northwest changed over time or because of contact with other Europeans.

perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Compare gender roles in Native American cultures in the Pacific Northwest with those in other societies.

C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies in the Pacific Northwest as well as the role the environment plays in cultural development.

D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life in the Pacific Northwest.

E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American cultures of the Pacific Northwest.

F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures in the Pacific Northwest.

G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans in the Pacific Northwest.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Social Sciences

Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Examine the cultural history of Native Americans in the Pacific Northwest. (addresses criteria 1, 2 and 3) Identify Native American language and cultures native to the Northwest region.(addresses criteria 4 and 5)
Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals in the Pacific Northwest are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world relating to Native American experience in the Pacific Northwest.
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

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

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

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

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

How does the course enable	

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

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:
- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

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

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

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

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

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

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

Portland Community College

General Education/Discipline Studies List Request Form

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5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
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Note:
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General Education Request Information

6. Complete the contact information:

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

SAC Chair	Name	E-mail Address
	same	

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	ANT 232	Course Title:	Native North Americans

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Social Science

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

Course Outcomes:	Use an understanding of the prehistory of Native Americans throughout North America in order to better understand the diversity of people in the community and the workplace. Use an understanding of the languages and cultures of Native Americans found in various ethnographic regions of North America in order to better understand the diversity of people in the community and the workplace.

8. Address PCC's General Education Philosophy Statement:

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

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

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

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Understand how Native American cultures changed over time or because of contact with other Europeans. Compare gender roles in Native American cultures with those in other societies.

C. Understanding of themselves and their natural and technological environments.	Examine Native American cultural technological adaptation and subsistence strategies as well as the role the environment plays in cultural development.

D. Ability to reason qualitatively and quantitatively.	Complete term papers, exams and other assignments that require students to analyze Native American kinship, marriage, political systems and other aspects of social life..

E. Ability to conceptually organize experience and discern its meaning.	Reflect upon personal experiences in class exercises or assignments and analyze cultural factors at play in various social settings involving Native American culture.

F. Aesthetic and artistic values.	Examine artistic expression through dance, song, and spiritual rituals in different Native American cultures.

G. Understanding of the ethical and social requirements of responsible citizenship.	Gain a greater appreciation of cultural diversity and learn how to recognize ethnocentrism and other expressions of cultural bias that have been directed towards Native Americans.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

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

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:
- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

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

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Examines the prehistory of Native Americans throughout North America (addresses criteria 1, 2 and 3) Identify the languages and cultures of Native Americans found in various ethnographic regions of North America (addresses criteria 4 and 5)

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

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Students complete exams, term papers and other assignments that allow them to analyze cultural situations or problems in terms of their own experience or according to theoretical models and concepts outlined in class. They are introduced to how Native American individuals are enculturated into their society and impacted by social institutions such as marriage, kinship, politics and religion.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Students are asked to reflect upon their own values and experiences of ethnocentrism and cultural bias in order to gain greater appreciation for other cultures and world views. Students examine differences in gender roles or the impact of race, class, colonialism, and other issues which encourage them to develop a better understanding of cultural diversity or social issues in today's world relating to Native American experience

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

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

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

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

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

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

How does the course enable	

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

Mathematics

Outcomes:

As a result of taking General Education Mathematics courses, a student should be able to:
- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria:

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

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

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

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

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

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

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:	ANT 230	Course Title:	Native Americans of Oregon

Course Description:	Presents the history of anthropological research and prehistory, languages and culture areas of Oregon's native peoples. Individual native groups are studied to better depict the life ways of Oregon's major cultural and geographic divisions. Prerequisites WR 115, RD 115 and MTH 20 or equivalent placement scores.
Course Outcomes:	Use an understanding of the prehistory of Native Americans in Oregon to better comprehend the diversity of people in the community or the workplace. Use an understanding of the languages and cultures of Native Americans in Oregon in order to better understand the diversity of people in the community or the workplace.
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Use an understanding of the prehistory of Native Americans in Oregon to better comprehend the diversity of people in the community or the workplace(criteria 1 and 2) Use an understanding of the languages and cultures of Native Americans found in Oregon in order to better understand the diversity of people in the community or the workplace (criteria 1 and 2 and A.)

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

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

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

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

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

SAC Chair	Name	E-mail Address
	same	

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

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:	ANT 231	Course Title:	Native Americans of the N.W.

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

Course Outcomes:	Use an understanding of the prehistory of Native Americans throughout in the Pacific Northwest in order to better understand the diversity of people in the community or the workplace. Use an understanding of the languages and cultures of Native Americans found in the Northwest region to better understand the diversity of people in the community or the workplace.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Use an understanding of the prehistory of Native Americans in the Pacific Northwest in order to better understand the diversity of people in the community or the workplace(criteria 1 and 2) Use an understanding of the languages and cultures of Native Americans found in the Northwest region to better understand the diversity of people in the community or the workplace (criteria 1 and 2 and A.)

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

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

course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

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

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

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

SAC Chair	Name	E-mail Address
	same	

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:
1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

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

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

Course Prefix and Number:	ANT 232	Course Title:	Native North Americans

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

Course Outcomes:	Use an understanding of the prehistory of Native Americans throughout North America to better understand the diversity of people in the community or the workplace. Use an understanding of the languages and cultures of Native Americans found in various ethnographic regions of North America to better understand the diversity of people in the community or the workplace.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	Use and understanding of the prehistory of Native Americans throughout North America to better understand diversity of people in the community or the workplace (criteria 1 and 2) Use an understanding of the languages and cultures of Native Americans found in various ethnographic regions of North America to better understand the diversity of people in the community or the workplace (criteria 1 and 2 and A.)

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the

course's outcomes.

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

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

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

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

SAC Chair	Name	E-mail Address
	same	

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

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM240	Proposed prefix and number	
Current course title	MM Authoring II-Scripting	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Using multimedia industry standard authoring programs (such as Macromedia Director and Flash) to develop interactive projects. Focuses on interactive design of the project and the applications' underlying scripting languages (e.g., Lingo and ActionScript). Previously developed multimedia elements will be assembled, made interactive through the use of scripting techniques, and then tested for function,	Covers industry standard web application tools to author interactive projects. Covers essential and foundational authoring languages, concepts and practices. Digital media elements will be assembled, made interactive through authoring, and then tested for function, design, usability, and bugs.

design, usability, and distribution. Final cross-platform projects may be delivered via the WWW, CD, or DVD. Essential scripting concepts and practices will be covered. No prior programming skills are required. Prerequisites: MM 140, 231; or instructor permission.	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
1. Complete a thorough review/tutorial of the designated authoring application, emphasizing: a) design element perspectives b) user interface concepts… i) transparent functionality ii) feedback iii) hot-spots iv) rollovers v) metaphors vi) affordances c) animation capabilities d) digital video handling e) color palette creation f) music and sounds synchronization g) graphics/art creation/modification h) text creation/manipulation i) scripting capabilities 2. Collect, import, and organize the individual multimedia elements for use in the final assembly of multimedia projects. Focusing on the various issues involved in preparing cross platform multimedia projects, including: a) folder/file-tree organization b) DOS file naming conventions c) text/font considerations d) graphic formats e) color palettes f) sound formats g) video formats h) end-user equipment 3. Assemble the multimedia project	Use current industry standard web application tools for authoring interactive projects for various modes of delivery. Build interactive multimedia projects that incorporate audio, video, graphics to communicate an idea to a targeted audience using industry standard software. Collect, create, import, and organize the individual media elements for use in final interactive application. Upload interactive programs for various modes of delivery. Evaluate multimedia projects; identifying items for improvement, and implement changes.

using the selected authoring program; 4. Incorporate interactivity features, controlled by basic scripting/programming elements, into the project; a) compare and contrast the following key scripting concepts: i) events, properties, operators, expressions/statements, variables, data types, timers, and functions; b) plan and specify scripting tasks; c) clarify programming objectives using pseudo-code; d) troubleshoot and debug code using standard processes; 5. Test, debug, and evaluate the MM authoring project; 6. Demonstrate the completed project to the authoring class; 7. Participate in individual and group evaluations of the multimedia project, identifying items for improvement; 8. Implement the requested changes; add the authoring project to the MM portfolio and Department Web Site, as directed	

Reason for change	Update/consolidation

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM241	Proposed prefix and number	
Current course title	MM Authoring III-Scripting	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Extends scripting skills acquired in MM 240, enabling student to build more sophisticated interactive projects that may include: synchronized audio, complex data structures (arrays), and user tracking (such as score keeping). Focuses on how scripting enhances usable interfaces to provide the best user experience. Identifies solutions to production obstacles, and negotiate solutions to design problems to meet project	Continues to develop the essential and foundational authoring languages, concepts and practices. Digital media elements will be assembled, made interactive through authoring, for web or mobile phone delivery and then tested for function, design, usability, and bugs.

goals. Concentrates on applying gained knowledge and skills to larger projects. Sutdents may use mulitmedia-authoring applications such as Macromedia Director or Flash and their corresponding scripting languages (e.g., Lingo and ActionScript) for their projects, but the scripting skills acquired may be applicable to other application environments as well. Prerequisite: MM 240; or instructor permission.	
Reason for change	

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

Current learning outcomes	New learning outcomes
1. describe the Macromedia Director development environment, including the use of the stage, cast, score, behavior library, imaging editing tool, and script editor; 2. describe the Macromedia Flash development environment, including the use of the timeline, scripting window, library, and linked file system; 3. demonstrate the ability to import media including graphics, sound, and video into the respective application; 4. create basic Lingo and/or ActionScript code to improve the functionality of interactive projects; 5. create branching, hierarchical application structures through the use of Lingo and/or ActionScript; 6. control movement of individual media elements (sprites) through the use of the score and through the use of Lingo and/or ActionScript; 7. create scripts which utilize a variety	Use current industry standard web application tools for authoring interactive projects for various modes of delivery. Build advanced interactive multimedia projects that incorporate audio, video, graphics to communicate an idea to a targeted audience using industry standard software. Collect, create, import, and organize individual media elements for use in an advanced interactive application. Upload interactive programs for various modes of delivery. Evaluate multimedia projects; identifying items for improvement, and implement changes.

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of interface devices including the keyboard, mouse, etc.;
8. incorporate interactivity features, controlled by basic scripting/programming elements, into the project;
9. demonstrate increased competency in scripting concepts;   a. troubleshoot and debug code using standard processes;
10. identify solutions to production obstacles, and negotiate solutions to design problems;   a. focus on production and design details;
11. present proposals, and projects both verbally and in writing;   c. focus on the developed scripts, and project design and usability;
12. participate in individual and group evaluations of the projects, identifying items for improvement;
13. implement the requested change; deliver the projects as directed, within specific timelines.

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Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu

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

☐ course number

☐ title

x description

☐ prerequisites and co-requisites

x outcomes

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM130	Proposed prefix and number	
Current course title	MM Graphic Video & Audio Prod	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces graphics, text, audio, and video development for multimedia. Students produce multimedia elements using a variety of tools, such as digital still and video cameras, analog video cameras, scanners, and the internet. Graphic, video and audio editing software, such as Adobe Photoshop(TM) and Apple Final Cut Pro(TM) are introduced. Prerequisites: Previous or concurrent: MM 120, or instructor permission.	Introduces graphic, audio and video development for multimedia. Use industry standard tools to produce digital media elements composed of graphics, audio and video to communicate an idea to a targeted audience. **Addendum to Course Description** This course provides opportunities to utilize industry standard production software (e.g., Adobe Photoshop™, Apple Final Cut Pro™) to create and modify production components.

Addendum to Course Description Students who successfully complete this course will use industry standard production software programs such as Adobe Photoshop™, Adobe Premiere™, Apple Final Cut Pro™, and audio editing applicationsMacromedia Sound Edit 16™, to create and modify production components..	
Reason for change	Update

Current learning outcomes	New learning outcomes
1. review basic graphic design factors that contribute to quality design consistency. Areas discussed are but not limited to are; 1.1. color theory 1.2. font style and size 1.3. navigation guideline placement 1.4. graphic format and visual standard 2. list the primary graphic production tools, and audio/video capture and editing software used in the creation of MM projects. Actively participate in reviews, demonstration and comparisons of various multimedia graphic, audio, and video tools, including representatives of high-end, midrange, and entry level software and hardware; 3. create, edit, and format a variety of graphic, audio, and video elements using production tools such as scanners, digital cameras, screen capture devices, video/audio digitizing boards, and industry standard editing/production software such as Adobe Photoshop™, and Adobe Premiere™, Apple Final Cut Pro™, and Macromedia Sound Edit 16™; 4. list the steps involved in the process of optimizing graphic, sound, sound overs, narration, and video elements for screen and World Wide Web delivery; 5. incorporate basic graphic design principles into the multimedia graphics project; 6. test, debug, and evaluate the MM graphic production and elements project; 7. demonstrate the completed project to the production class; 8. participate in individual and group evaluations of the multimedia project, identifying items for improvement; 9. implement the requested changes; 10. add the edited graphic production and elements project to the MM portfolio and Department Web	Create, edit, and format graphics elements using industry standard production tools. Create, edit, and format audio elements using industry standard production tools. Create, edit, and format video elements using industry standard production tools. Prepare multimedia elements for multiple modes of delivery.

Site, as directed.	

Reason for change	Update/consolidation

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes X☐ No	

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM140	Proposed prefix and number	
Current course title	Multimedia Authoring 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
Introduction to producing a usable multimedia project that incorporates the principles and practices from MM 110, MM 120 and MM 130. Students develop an interactive multimedia project incorporating graphics, text, video, and audio, using multimedia industry standard authoring software (Macromedia Director[TM]). The cross platform project may be used on PCs (Windows) and Macintosh computers and the World Wide Web. Additional lab time required. Prerequisites: MM 130 (previous or concurrent) or instructor permission.	Produce an interactive multimedia project incorporating graphics, text, video, and audio using multimedia industry standard authoring software. Projects incorporate the principles and practices from MM110, MM120, and MM130.

Addendum to Course Description

This course provides the opportunity to utilize software-authoring programs to develop a nonlinear interactive digital media project that communicates an idea to a targeted audience. Focus is placed on the critical elements of interactivity and user friendliness in |

Addendum to Course Description Students who successfully complete this course will use software authoring programs to develop practical, interactive, unified multimedia titles; assembling and testing a variety of multimedia elements on one or more platforms. Focusing on the critical elements of interactivity and user friendliness in authoring projects. Design specifications and multimedia elements may have been previously produced in MM 130 and/or other production courses and activities.	authoring projects. Design specifications and multimedia elements may have been previously produced in MM120 and MM 130 and/or other production courses and activities.
Reason for change	Update

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

Current learning outcomes	New learning outcomes
list the primary authoring tools and languages used in the creation of MM projects 1.1. actively participate in reviews, demonstration and comparisons of various multimedia authoring tools, including representatives of high-end, midrange, and entry level systems 2. review the factors that contribute to quality interface design 2.1. consistency in construction 2.2. color theory 2.3. font style and size 2.4. navigation guidelines 2.5. graphic format and visual standards 3. review basic graphic design principles including: 3.1. color, text, and size theories 4. construct an interactive MM project using industry standard authoring tools 4.1. discuss file formats appropriate to the delivery platform and authoring program 4.2. identify issues inherent in the production of a cross-platform project 4.3. collect, import, and organize graphics, sound,	Construct an interactive MM project using industry standard authoring tools. Prepare, organize and import graphics, audio, and video into a project. Evaluate multimedia projects; identifying items for improvement, and implement changes. Prepare and present a completed project to others.

audio, video, and text into the project 5. test, debug, and evaluate the MM authoring project 6. demonstrate the completed project to the authoring class 7. participate in individual and group evaluations of the multimedia project, identifying items for improvement 8. implement the requested changes 9. add the authoring project to the MM portfolio and Department Web Site, as directed	
Reason for change	Update/consolidation

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

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

this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X☐ No	
Implementation term	X☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Social science	Submitter name Phone Email	Mary courtis X4095 mcourtis@pcc.edu
Current prefix and number	ATH 230	Proposed prefix and number	
Current course title	Native Americans of OR	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
Keeping the same 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
Examine the prehistory of Native Americans in Oregon. Identify the languages and cultures of Native Americans in Oregon.	Use an understanding of the prehistory of Native Americans in Oregon to better comprehend the diversity of people in the community or the workplace. Use an understanding of the languages and cultures of Native Americans in Oregon in order to better understand the diversity of people in the community or the work place.
Reason for change	Amended at curriculum committee request

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

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Portland Community College

Course Revision

What do you want to change?	Save this document as the course prefix and number
Check all that apply- double click on the box to open the task window	Send completed form electronically to curriculum@pcc.edu

☐ course number

☐ title

☐ description

☐ prerequisites and co-requisites

☐ outcomes

Grade option change

Section #1 General Information			
Department	Social science	Submitter name Phone Email	Mary courtis X4095 mcourtis@pcc.edu
Current prefix and number	ATH 231	Proposed prefix and number	
Current course title	Native Americans of the Pacific Northwest	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **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
Keeping the same 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
Examine the prehistory of Native Americans in the Pacific Northwest Identify the languages and cultures of Native Americans in the Pacific Northwest	Use an understanding of the prehistory of Native Americans in the Pacific Northwest to better comprehend the diversity of people in the community or the workplace. Use an understanding of the languages and cultures of Native Americans in the Pacific Northwest in order to better understand the diversity of people in the community or the work place.

Reason for change	Amended at curriculum committee request

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

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

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

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

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

Please provide details, who was contacted and the resolution.

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

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

Portland Community College

Course Revision

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	Social science	Submitter name Phone Email	Mary courtis X4095 mcourtis@pcc.edu
Current prefix and number	ATH 232	Proposed prefix and number	
Current course title	Native Americans	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	
Keeping the same 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
Examine the prehistory of Native Americans Identify the languages and cultures of Native Americans	Use an understanding of the prehistory of Native Americans to better comprehend the diversity of people in the community or the workplace. Use an understanding of the languages and cultures of Native Americans in order to better understand the diversity of people in the community or the work place.

Reason for change	Amended at curriculum committee request

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. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.
☐ Yes ☐ No

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

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

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

Portland Community College

Course Revision

What do you want to change?	Save this document as the course prefix and number
Check all that apply- double click on the box to open the task window	

<table>
<tr><td>☐   course number</td></tr>
<tr><td>☐   title</td></tr>
<tr><td>x   description</td></tr>
<tr><td>☐   prerequisites and co-requisites</td></tr>
<tr><td>x   outcomes</td></tr>
</table>

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Grade option change

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM150	Proposed prefix and number	
Current course title	MM Proj Review,Test & Delivery	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduction to finalizing the multimedia project through quality assurance, beta testing and group evaluation. Technical support, product documentation, final production and packaging will be addressed. The strengths and weaknesses of various delivery options will be reviewed. The authoring project developed in Multimedia 140 will be the project used for this class. Prerequisite: Previous or concurrent: MM	Covers the final steps of a multimedia project including, quality assurance, beta testing, group evaluation and debugging techniques. Examines the different ways multimedia is currently being used. Covers tips and techniques for successfully promoting multimedia work.

140, or instructor permission.	
Reason for change	Update

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
review the concepts of information architecture: does it meet learning theory guidelines does it meet a specific audienceÍs needs is it visually appropriate (look good?) navigation ok? review and evaluate the strengths and weaknesses of various delivery methods; submit the authoring project created in MM 140, or one approved by the instructor, for beta testing; participate in individual and group evaluations of the interactive projects identifying items for project improvement; prepare a change/bug-fix checklist; implement the clientÍs/groups required changes; add the revised project to the MM portfolio and Department Web Site, as directed.	Examine and analyze multimedia projects for quality assurance issues that need attention. Accurately report and describe quality-related problems in multimedia projects. Promote multimedia work in the current and future marketplace.

Reason for change	Update/consolidation

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

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

☐ Placement into:

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	2/8/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM232	Proposed prefix and number	
Current course title	3D Modeling & Animation	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Create, edit, and take apart 3D models and animations using 3D modeling and animation software, such as Alias/Wavefront Maya. Basic features of the 3D modeling environment will be highlighted. Prerequisites: MM 130, 140; CAS 111D; or instructor permission. **Addendum to Course Description** Students who successfully complete this course will develop quality 3D models and animations, available	Create, edit, and take apart 3D models and animations using industry standard 3D modeling and animation software. Develop foundation skills to work create and navigate utilizing the features of the digital 3D modeling workspace. Explore basic elements of the 3D development of objects; environments and animations will be explored.

for various delivery options, CD-ROM, and disk. Optimizing for the World Wide Web will also be discussed. Graphics produced in this course will be evaluated and reviewed by the instructor and student peers then will be improved as needed.	
Reason for change	Update

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

Current learning outcomes	New learning outcomes
The defined outcomes listed in this guide are stated in terms of what the student will be able to do after completing this course. This section is a statement of final learning outcomes and does not attempt to state how, or in what order, the defined outcomes will be presented. 1. relate the unique features of the digital 3D modeling work space; 1.1. working in 2D views 1.2. working in 3D views 1.3. creating and organizing views 1.3.1. working in different axis views 1.3.2. using preset views 1.3.3. rotating views 1.3.4. moving views 1.3.5. creating views 1.3.6. using multiple windows 1.4. using the tool palette 1.5. navigating and organizing scenes 2. review the primary features of modeling 2.1. creating profiles 2.2. creating surface objects 2.3. deforming surface objects 2.4. modifying 3D shapes 2.5. assembling models 3. discuss the essential features of animating 3.1. identifying the animation components 3.1.1. animation controls 3.1.2. animation score 3.2. setting animation preferences 3.3. animating in the workspace and the score 3.3.1. animating an object's position in the workspace	Work, create and navigate utilizing the unique features of the digital 3D modeling workspace. Identify the significant characteristics of rendering 3D objects for optimal system processing and analysis. Create a 3D environment featuring lighting and textures. Create basic 3D models and animations. Evaluate digital 3D projects; identifying items for improvement, and implement changes.

                3.3.2. editing animation paths in the workspace
                3.3.3. animating an object's orientation in the workspace
                3.3.4. animating an object's scale
                3.3.5. animating using tracks and keyframes
                3.3.6. animating visibility and deformations
      3.4. animating the camera
                3.4.1. animating the camera's view
                3.4.2. animating the camera object
      3.5. optimizing animation playback

4. relate the primary features of Lighting and textures
      4.1. using lights and textures together
      4.2. creating lights and textures
      4.3. customizing and managing lights
      4.4. customizing and managing textures
      4.5. animating lights and textures
      4.6. setting the affect lighting

5. discuss the significant characteristics of rendering
      5.1. interactive rendering, final rendering, optimizing rendering
      5.2. preparing to render
      5.3. setting up for final render
      5.4. rendering to disk

6. discuss the features of optimizing 3D models and animations for internet delivery

7. review essential 2D and 3D file formats for cross application and cross platforms distribution

8. create basic 3D models and animations

9. participate in individual and group evaluations of the 3D models and animations, identifying items for improvement;

10. implement the requested changes;

11. add the edited materials to the MM portfolio and Department Web Site, as directed.

Reason for change	Update/consolidation

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

Proposed prerequisites, corequisites and concurrent

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	01/21/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
☐ course number ☐ title x description x prerequisites and co-requisites x outcomes Grade option change	Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM233	Proposed prefix and number	
Current course title	3D Character Model & Animation	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Continues the study of 3D emphasizing the creation of animated characters. Involves sophisticated techniques for creating organic shapes and natural motion. Facial expressions and lip movement will be matched to dialog. Characters will move using internal structures and kinematics. Student produces a complete short animated video with a moving, speaking character. Course provides the opportunity to individually experience all aspects of production. Also includes group production projects in which the student will concentrate on a particular production aspect. A professional 3D software, such as	Continues the study of 3D emphasizing the creation of animated characters. Involves sophisticated techniques for creating organic shapes and natural motion, matching facial expressions and lip movement to dialog and using kinematics for character movement. Provides the opportunity to individually experience all aspects of production. Includes group production projects. **Addendum to Course Description** This course is intended to build on the skills from MM232, MM253, MM254, and MM255 to further develop a

Alias/Wavefront Maya(tm) will be used. Prerequisite: MM 232. **Addendum to Course Description** This course will cover the basic concepts and techniques involved with the creation of character models, applying textures, rigging for animation, and animating. By the end of the course the student should understand these and will have had practice using a variety of tools in this process.	specialty skill.

Reason for change	Update

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
1. review 3D production process, including: storyline, design, jobs, planning and scheduling; 2. research historical and current 3D examples and techniques from film and games; 3. review basic modeling and animation techniques utilizing a professional 3D modeling and animation program such as Alias/Wavefront MayaÆ; 4. demonstrate organic modeling techniques for characters; 5. discuss human and animal motion studies, and motion capture; 6. identify a series of tips and tricks for effective character animation; 7. ; 8. produce dialog, sound, and music for post production processes; 9. demonstrate the use of lip-synching capabilities of 3D characters;	Use industry standard software to create a digital 3D character. Create character animations using inverse kinematics; construct character rigging using bones; using organic modeling techniques with NURBS, and subdivision surfaces. Produce and present short character animations.

Reason for change	Update/consolidation

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MM 232	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: MM232	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM253	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM254	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM255	X Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	01/21/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM236	Proposed prefix and number	
Current course title	Deliver Digit Video/Audio File	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces preparing video and audio for playback on the World Wide Web incorporating the principles of quality video and audio capture and editing techniques. Develop video and audio segments using industry standard digital editing software such as Adobe Premiere(TM) and Apple Final Cut Pro(TM). The cross platform projects will be used on PCs (Windows) and Macintosh computers and the World Wide Web. Prerequisite: MM 235; CAS 111D; or instructor permission.	Introduces preparing video and audio for Internet playback, incorporating the principles of quality video and audio streaming techniques and technology. Adapt video and audio segments for streaming using industry-standard digital editing and compression software. The cross-platform/cross-browser projects will be hosted on both PCC-provided and publically available user-generated content (UGC) hosting services, and will be tested for performance on

Addendum to Course Description Students who successfully complete this course will use digital editing software programs to develop practical, optimized multimedia video and audio projects and deliver the content via streaming technologies designed for the World Wide Web.	Macintosh and Windows computers using various browsers and players. Addendum to Course Description Use digital editing and compression software programs to prepare practical, optimized video and audio projects and deliver the content via streaming technologies designed for the World Wide Web.
Reason for change	Update

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

Current learning outcomes	New learning outcomes
• identify the unique considerations concerning playback and streaming of digital audio and video over the World Wide Web; • review the primary features of the most common digital video architectures (formats), including QuickTime, RealVideo for WWW, and Video for Windows (AVI), MPEG, and DVD-ROM; • compare and contrast the primary video and audio streaming formats, including QuickTime, RealMedia, NetShow, and VDOLive; • produce digital video and audio optimized for playback on the WWW; • present the completed digital audio and video elements to the class; • participate in individual and group evaluations of the video and audio projects; • implement the requested changes; add the audio and video projects to the MM portfolio and Department Web Site, as directed.	Identify the unique considerations concerning playback and streaming of digital audio and video over the World Wide Web for multiple modes of media delivery. Produce and present digital video and audio optimized for Internet playback by utilizing primary video and audio streaming formats Evaluate video and audio projects for quality and optimization for multiple modes of media delivery. Relate standards, terminology, and techniques appropriate for a best-practices approach to the changing state-of-the-art of video and audio streaming

Reason for change	Update/consolidation

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	11/18/10
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Multimedia	Submitter name Phone Email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Current prefix and number	MM260	Proposed prefix and number	
Current course title	Video Production 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
Introduction to digital video production, with a focus on the fundamentals of project planning, basic camera functions, shooting techniques, lighting principles, and audio recording fundamentals. Pre-production issues, production terminology, and industry etiquette are also discussed, studied, and evaluated. Prerequisite: MM 130.	

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
- List, describe, and explain each of the steps in a video project, from the development a project idea to the successfully creation of a quality finished video. - Identify the procedures, techniques, and materials needed for planning a video production. - Demonstrate the use of video cameras at a basic technical level. - Demonstrate the use of sound recording equipment for on-camera recording. - Demonstrate basic editing techniques on a non-linear video editing system. - Demonstrate the set-up and use of video lighting equipment at a basic level. - Relate standards, terminology, and techniques needed for appropriate visual composition. - Define and describe continuity as applied to video production. - Identify the characteristics that allow an individual to work effectively as a member of a video production crew. - Describe the primary characteristics and behavior expected of video professionals related to punctuality, responsibility, and courteousness to others on the team.	Use digital video cameras, sound recording, and video lighting equipment at a basic technical level. Utilize identified individual characteristics that allow a video production crew to work effectively as a team. Plan the organization of procedures, techniques, and materials necessary for a video production.

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number: MM 130	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: MM 130	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MM 235	X Prerequisite	☐ Corequisite	☐ pre/con

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

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

| Section # 2 Department Review | | |
| This proposal has been reviewed at the SAC level and approved for submission. | | |
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	01/21/11
SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	MM246	Credits:	2
Course Title: (60 characters max)	Post-Production Sound for Video	Transcript Title (30 characters max)	Post-Production Sound for Video
Can this class be repeated?	☐ Yes X☐ No	How many times?	Contact hours:	Lecture: Lec/lab: 24 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes X☐ No	Prefix, number and title:

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

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

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

Overview, exploration and practice of sound editing for video projects. Multiple methods and workflows will be examined, including: synchronization of sound with picture, modification to maximize intelligibility, dialog replacement, creation, collection and use of sound effects and music, mixing, and, conforming sound to distribution standards.

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:		
prefix & number: MM235	X Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:MM260	X Prerequisite	☐Corequisite	☐ pre/con
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)**	Demonstrate industry-standard techniques essential to a workflow of sound editing for video through finalized delivery. Design sound effects and modifications of recordings to increase the realism and impact of sound tracks. Edit and compress audio for use in various delivery modes of digital media using standard digital video editing software. Evaluate digital audio projects, identify items for improvement, and implement changes.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises. There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: **(from CCOG)**	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Themes** • Layering audio by mixing location recordings, voiceovers, ambient sound, sound effects and music. • Developing workflows that support creativity, quality, and efficiency. • Writing audio story for existing video to communicate new ideas. **Concepts, Issues & Skills** Setting Up an Editing System: • Non-linear editing software for audio • Monitoring & room acoustics • Plug-ins for editing & effects • Setups for surround sound Workflow: • Acquisition of dialog, ambience, incidental effects from a shoot. • Dialog replacement.

	- Acquisition of ambience & effects, foley. - Acquisition, mastering & distribution codecs. - Ideal levels for audio recording. - Understanding Analog vs Digital metering. - Cleaning up and enhancing a dialog sequence through use of trimming, room tone, EQ, gating, compression. - Adding voiceover, music & effects. - Dealing with bad recordings. - The 3d sound field. - Using compressors, reverbs, EQ, gates, ducking, and other tools. - Noise Reduction. - Mixing Mastering for Distribution: - Sub mixes and stems, multi-language programs. - Conforming to DVD standards, PCM and AC3. - Conforming to online distribution standards. - Uncompressed, audibly lossless, and lossy compression.

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.	Expand on skills and bridge to Pro Music course work	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	*MM255*	Credits:	3
Course Title: (60 characters max)	3D Lighting and Texturing	Transcript Title (30 characters max)	3D Lighting and Texturing
Can this class be repeated?	☐ Yes X☐ No	How many times?	Contact hours:	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes X☐ No	Prefix, number and title:	

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

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

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	

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

Covers lighting techniques with an in depth focus on the technical aspects of both lighting and shadows. Include UV unwrapping and layout skills, and advanced graphic tool techniques into order to create professional quality textures.

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:	

Outcomes: **(Use observable and measurable verbs)**	Apply essential technical skills that go into Computer Generated (CG) 3D lighting and rendering. Evaluate surface and environmental properties of objects, and recreate those elements and materials in a digital environment. Incorporate projection mapping and UV mapping in order to texture any surface in 3D. Produce detailed quality 3D imagery for digital screen delivery
Course activities and design: **(from CCOG)**	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises. There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: **(from CCOG)**	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	- Understanding and customizing industry standard software interface - UV unwrapping, lighting and specular mapping - lights and attributes. Dynamic lighting - Types of shadows and their advantages/disadvantages 3 point lighting and set up - Importance of Light Linking - UV editor and projection basics - Creating a UV snapshot for import into Photoshop, testing UV layout in Photoshop - UV unwrapping techniques from beginning to intermediate to advanced - UV Unwrapping and layout of several simple and complex objects - Texture dimensions and the Power of - Photoshop Texture techniques; how to create photo-real textures from stock photography - Study of real-world textures on various objects in different environments. Advanced copying techniques for textures. - In depth Photoshop techniques: custom brushes, Quick Mask, tileable textures. Study of Specular highlight and how to use it.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	MM256	Credits:	4
Course Title: (60 characters max)	Graphics for Multimedia II	Transcript Title (30 characters max)	Graphics for Multimedia II
Can this class be repeated?	☐ Yes X☐ No	How many times?	Contact hours:	Lecture: 30 hr Lec/lab: Lab: 30 hr
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes X☐ No	Prefix, number and title:

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

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

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

Continues to develop skills using multimedia industry standard graphic software to create, edit and optimize graphic images for use in multimedia and interactive computer applications. Explores techniques to manage workflow of graphics production essential for use in multimedia presentations and other multimedia formats. Prerequisite: MM230

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: MM230	X 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)**	Use industry standard graphic tools to create media for multimedia presentations and other multimedia formats. Utilize industry standard graphic software to produce a systematic workflow for various formats and various clients. Work non-destructively with graphic media for continued development. Evaluate graphic and multimedia projects, identify items for improvement, and implement changes.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises. There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: **(from CCOG)**	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Use industry standard graphic tools to create media for multimedia presentations and other multimedia formats. • Prepare artwork for use in presentations using comps • Draw vector objects in using the pen tool, shape tools and type tools. • Identify the file format type most appropriate to specific multimedia delivery choices and the pros and cons of each format • Demonstrate the effective use of select filters; • Refine and enhance images with the use of brushes. • Create seamless, repeatable images for use as backgrounds, textures, etc. • Demonstrate the primary features of layers and the practical use of layer effects; • Review the primary multimedia graphic file formats and their individual characteristics • Discuss the importance of typography within graphics; • Review competency in the use of the components of the type window; • Evaluate graphic projects, identify items for improvement, and implement changes. • Explore the differences between DPI & PPI and some of the misconceptions that surround them; • Expand on the primary features of channels and masks, including their creation and use; • Use actions and batching features to make more efficient use of production time. • Review the creation, saving, and modification of paths and their primary usefulness;

	• Work non-destructively with graphic media.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses	No

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 971-722-7607 gd.iyer@pcc.edu
Current prefix and number	CS 140U	Proposed prefix and number	
Current course title	Intro to UNIX	Proposed title (60 characters max)	Intro to UNIX/Linux
Reason for title change	Changed it to UNIX/Linux	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, 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
Provides an in-depth introduction into the UNIX operating system, including: task scheduling and management, memory management, input/output processing, internal and external commands, shell configuration, and shell customization. Explores the use of operating system utilities such as text editors, text formatters, electronic mail, and file management, scripting, and C/C++ compilers. Discusses	Introduces the UNIX/Linux operating system, including: task scheduling and management, memory management, input/output processing, internal and external commands, shell configuration, and shell customization. Explores the use of operating system utilities such as text editors, electronic mail, and file management, scripting, and C/C++ compilers. Discusses trends in UNIX/Linux, including use of graphical user interfaces. Recommended: CS 160

trends in UNIX, including use of graphical user interfaces. Recommended: Computer literacy (such as completion of CIS 120); MTH 95; placement at WR 121. Additional lab hours may be required.	
Reason for change	Changed UNIX to UNIX/Linux.

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

On completion of this course the student should be able to:
 	
• Problem Solving
   o Identify and use Unix utilities to create and manage simple file processing operations.
   o Organize simple directory structures to allow easy file access and appropriate security.
   o Adhere to style guidelines while preparing documentation, scripts, and programs.
   o Complete simple structured programs demonstrating use of interfaces and composition.
   o Create appropriate user interfaces for simple programs in a command line user interface environment.
• Technology and Tools
   o Utilize networking software to communicate with instructors and fellow students, research the Internet, and print, upload and download compressed and uncompressed archives and files.
	On completion of this course the student should be able to:
	
	• Identify and use UNIX/Linux utilities to create and manage simple file processing operations, organize directory structures with appropriate security, and develop shell scripts to perform more complex tasks.
	• Effectively use the UNIX/Linux system to accomplish typical personal, office, technical, and software development tasks.
	• Monitor system performance and network activities.
	• Effectively use software development tools including libraries, preprocessors, compilers, linkers, and makefiles.
	• Comprehend technical documentation, prepare simple readable user documentation and adhere to style guidelines.
	• Work well with peers in team situations.

- o Prepare initializations files for shells, text editors, and mailers.
  - o Use editors and formatters to prepare user documentation.
  - o Effectively use software development tools including libraries, preprocessors, compilers, linkers, and makefiles.
- Communication
  - o Identify and comprehend technical documentation.
  - o Prepare simple readable user documentation.
  - o Work well with peers in team situations including mentoring and peer reviews.

Reason for change	Reduce size of CCOG to conform to new format.

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

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

Current prerequisites, corequisites and concurrent
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

☐ Placement into: .

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Li Liang	lliang@pcc.edu	03/15/2011
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	03/15/2011

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	Business	Submitter name Phone Email	Phil Seder 971-722-8274
Current prefix and number	BA 223	Proposed prefix and number	Same
Current course title	Principles of Marketing	Proposed title (60 characters max)	Same
Reason for title change	N/A	Proposed transcript title (30 characters max)	**Same**
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Provides a general knowledge of marketing with emphasis on the marketing mix elements and target markets for consumer and industrial products. Marketing strategies, customer behavior, and international marketing are topics ad- dressed. Recommended: BA 101. Prerequisites: WR 115, RD115,and MTH20 or equivalent placement test scores.		Provides a general knowledge of marketing emphasizing marketing mix elements and target markets for consumer and industrial products, marketing strategies, customer behavior, market planning and promotion. Recommended: BA 101. Prerequisites: WR 115, RD115 and MTH20 or equivalent placement test scores.	
Reason for change	Streamline description and include market planning element		

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 <u>writing good outcomes</u>.	
Current learning outcomes	New learning outcomes
Upon successful completion of Principles of Marketing, students will be able to: • Demonstrate an understanding of the marketing concept and the factors that differentiate market-driven enterprises from non market-driven enterprises in a capitalist economy. • Demonstrate knowledge of some of the basic approaches to formulating a marketing strategy. • Demonstrate knowledge of the marketing planning process. • Identify elements of the marketing mix and the functional disciplines of marketing such as research and marketing communications. • Demonstrate understanding of both the product and marketing lifecycle including professional roles and responsibilities within that lifecycle. • Communicate using basic marketing terminology.	Upon successful completion of Principles of Marketing, students will be able to: • Use an understanding of marketing and the market driven enterprise to differentiate market-driven enterprises from non market-driven enterprises in a market economy as a foundation for future course work and employer selection. • Identify some of the basic approaches to formulating a marketing strategy in order to participate effectively when working with marketing policy coordinators. • Identify key stages of the market planning process in order to create marketing plans through development of key sections common to most plans, as well as execution of rudimentary primary and secondary research. • Use knowledge of elements of the marketing mix and the functional disciplines of marketing such as research and marketing communications in order to guide future course selections. • Use understanding of both the product and marketing lifecycle including professional roles and responsibilities within that lifecycle to guide marketing career selection and to correctly identify key stakeholders in the business workplace.

Reason for change	Adds creation of market plans as part of course enhancement for three to four credit change. Modifies language to accent student capabilities post completion.

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	Content change should not impact other departments.
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
Phil Seder	Phillip.seder@pcc.edu	1/5/11
SAC Administrative Liaison	Email	Date

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Business Administration	Submitter name, phone, and email	Phil Seder 971-722-8274 phillip.seder@pcc.edu
Course prefix and number	BA 223	Course title	Principles of Marketing

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	3	Lecture	4
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	90	Total weekly contact hours	120
Total credits	3	Total credits	4

Reason for change:	1. Facilitates a broader deployment of multiple teaching methods including enhanced use of team projects and development of marketing plans, which are a key element of most college marketing courses. 2. Allows coverage of material common to most course texts in increased depth. Current credit hour structure results in difficulty covering all necessary topics or covering them completely. 3. Aligns course with most transfer institutions and community colleges regionally (i.e. PSU, OSU, U of O as well as community colleges (e.g. Mt. Hood, Clackamas), several of which teach the same content using the same text. 4. Addresses ongoing student and instructor concerns about the mismatch between course level and depth and the credit hours granted.

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?		
☒ Yes ☐ No	If yes, please explain	Course is required for Graphic Design,

Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☒ Yes ☐ No	If yes, please describe	SAC chairs for CAS / CIS have been informed of suggested change.
Implementation term	☒ Next available term after approval ☐ Specific term	

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	ABE	Submitter name Phone Email	Juliet Pursell 971.722.6175 jpursell@pcc.edu
Current prefix and number	0783	Proposed prefix and number	NA
Current course title	Fundamentals of Reading	Proposed title (60 characters max)	NA
Reason for title change	No change	Proposed transcript title (30 characters max)	**NA**

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
NA	NA

Reason for change	NA

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
NA	NA

Reason for change	NA

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: . CASAS 225 or higher			
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: . CASAS 215 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	

Implementation	☒ Next available term after approval

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

Section # 2 Department Review			
This proposal has been reviewed at the SAC level and approved for submission.			
SAC Chair	Email	Date	
Juliet Pursell	jpursell@pcc.edu	1/20/11	
SAC Administrative Liaison	Email	Date	
Laura Horani	lhorani@pcc.edu	1/20/11	

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:

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

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

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

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:

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

Course Credits:	4.0	Gen Ed Category:	Social Science

Course Description:	Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914.

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

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.	Defining culture as the beliefs and behaviors of individuals, organized groups and social institutions, this course explores how and why the meanings of liberty and freedom changed between 1840 and 1914. Students grapple with the key question of what it means to be an American – then and now. What holds "*We the People of the United States*" together? We do not share a common race, ethnicity or religion. But we do share a set of ideas. Everything we believe in as Americans – our noblest ideals, our highest aspirations – equality, liberty, self-government and the pursuit of happiness – confirms that to be an American is not to be some*body*, but to believe in some*thing* – liberty and freedom. But, as Abraham Lincoln noted in 1864, "we all declare for liberty, but in using the same *word* we do not all mean the same *thing*." In a broad multicultural context, students explore three aspects of this dilemma. First, the contested meanings of liberty and freedom; what new ideas about liberty and freedom circulated? What new circumstances generated them? Second, the social conditions that made liberty and freedom possible; how did they expand and develop or contract and regress? Third, the boundaries of liberty and freedom that determined who was entitled to enjoy freedom and who was not; what groups or individuals supported or thwarted them? Why did they find fertile ground or face hostility? Ultimately, students discover that "what made America free, and keeps it so, was not any single version of liberty and freedom, but the interplay of many visions*.*"

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.	By learning about the experiences of our 19th century and early 20th century ancestors, students can appreciate and learn how events and decisions have shaped current events, and empower them make informed choices for the future of their own families. As noted by educator Diane Ravitch, "*history does not tell us the answer to our questions, but it helps to inform us so that we might make better decisions in the future.*" For example, studying the development of gender roles provides a basis for understanding how norms about work, the family, sex, birthrates and politics have interacted with larger historical forces of continuity and change. For most of the 19th century, the United States expanded territorially and became a continental nation. Westward expansion led to a war with Mexico, a treaty with England to acquire the Pacific Northwest, the purchase of Alaska from Russia, and the dispossession and devastation of Native American populations. By the end of the 19th century, the United States became an overseas empire obtaining global trade and markets in the Caribbean, the Pacific and Asia by defeating Spain in Cuba and the Philippines, and stealing Hawaii from its constitutional monarch. During this era, whether at home or abroad, students discover that our forbearers' decisions and actions have resulted in the world we live in today.

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.	Because our world is changing so rapidly, there is an increased need for history as a useful antidote to our narrow focus on the present and the future. History is the laboratory of human experience. But it is an art, rather than a science. Individually and collectively what we are is the product of what we have been. Studying history helps develop what is the highest value of history: judgment in world affairs. But first, students must learn empathy and exercise their historical imagination while relying on a variety of historical evidence. This ability to first view the past in its own terms by trying to understand the mindset, worldview, beliefs, intentions, and actions of historical persons allows us to view the world as it was seen by the people in the past without imposing today's values on the past. Students assess conflicting evidence and interpretations, while endeavoring to come up with the most plausible

	explanation that fits the known facts. Knowledge of history also contributes to moral understanding, for example, what was done right, what was done wrong (e.g., slavery). This is a valuable asset, not because "*history repeats itself*" (it does not), but because the "*tendency of things*" shows an amazing uniformity within any given culture or nation. Historian Jacob Burckhardt believed that the purpose of historical knowledge is not "*to make us cleverer the next time, but wiser for all time.*" Historical thinking provides a foundation for a lifetime of curiosity, inquiry, refection and intellectual growth.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Historical thinking is essential for a republic and a democracy. Where citizens are not critical thinkers, it is too easy for their thought, actions, and values to be manipulated by others. A government "of the people, by the people and for the people" requires that citizens critically assess the means and the ends which society is to promote and pursue. Students investigate and consider that between 1840 and 1914, the idea of whether an independent and self-governing people – these United States – could prevail was challenged as never before. Abraham Lincoln's "new birth of freedom" reaffirmed the founding principle of citizens participating in free, democratic government via a constitutional framework that sustained liberty. This course provides inspirational models that empower students to realize that they have a civic responsibility to become informed and virtuous citizens willing to work for the "public/common good." Prominent Americans of this era – Frederick Douglass, Susan B. Anthony and Eugene V. Debs – believed, and acted, upon these core principles. As their examples demonstrate, students with enhanced historical perspectives develop greater ability to improve society and better the lot of all citizens.

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

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

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	By reading primary source documents, secondary source texts, maps, graphs and charts, engaging in class discussions, taking examinations and writing essays, students explore various historical interpretations, the purposes for studying history, the types of sources available to reconstruct the past, and different methods or approaches to examining history. For example, pro-slavery and anti-slavery primary documents are placed in their relevant historical context. Contributing social, economic, and political factors are discussed in order to understand the multiple-causes (primarily slavery) which led to the "sectional crisis" and the Civil War. Throughout the course, students evaluate different historical interpretations, such as the successes and failures of post-Civil War Reconstruction policies, or federal Indian policies. Students develop their own ideas and interpretations by assessing evidence, evaluating conflicting interpretations, and engaging in debates in support of their thesis (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"?**	Assessing past examples of change over time is vital to understanding our society today. It is an essential skill because we live in an "ever-changing world." Analysis of change means developing a greater aptitude for determining the magnitude and significance of change. For example, some changes (e.g., the Civil War) are more fundamental than others (e.g., the temperance movement). Discerning the major causes of change and comparing particular changes to relevant examples from the past helps students of history develop this capacity. Learning history helps one figure out, for example, if one main factor—such as a technological innovation (e.g., transcontinental railroad) or some deliberate new policy (e.g., "Jim Crow" racial segregation) —accounts for a change or whether a number of factors combined to

	generate the actual change that occurred. Historical study is crucial for a well-informed citizenry. As Thomas Jefferson noted, "*If a nation expects to be ignorant and free …, it expects what never was and never will be.*" This course not only provides the basic factual information about the 19th and early 20th century background of our political institutions and the values and problems that influenced our social well-being. It also contributes to students' capacity to analyze evidence, assess interpretations, and evaluate the complex interplay between change and continuity. By developing and applying historical thinking, students will be better equipped to function in and deal successfully with an increasingly complex and diverse world
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:
- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

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

In addition:

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

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

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

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

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

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

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

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

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

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
**Note: Between your answers to the two outcomes questions above, you need to address all seven criteria.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Sylvia Gray, X4073, sgray@pcc.edu
Current prefix and number	HST 104	Proposed prefix and number	
Current course title	History of Eastern Civilizations: Middle East	Proposed title (60 characters max)	History of the Middle East
Reason for title change	No longer a series and title was too bulky.	Proposed transcript title (30 characters max)	**History of the Middle East**
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for change			

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

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ 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. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Political Science	Submitter name Phone Email	Rosa M. Bettencourt 971-722-4081 rbettenc@pcc.edu
Current prefix and number	PS 201	Proposed prefix and number	
Current course title	U.S. Government: Foundations and Principles	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
Examines the development of constitutional traditions in America. Includes topics such as free speech, equal rights under law, movements, interest groups, political parties, and elections in a democratic struggle for power. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Examines the development of constitutional traditions in the United States. Includes topics such as free speech, equal rights under law, movements, interest groups, political parties, and elections in a democratic struggle for power. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	More accurate

Current learning outcomes	New learning outcomes
Become an active participant in the political process Have the ability to reflect on a political issues and make personal value judgments regarding these issues Be prepared for a successful transfer to and performance at a four-year university or college if they so choose Engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings-- like at a "bus stop"	1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to political movements, interest groups , political parties and other political entities in the United States. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions and practices. 3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues including the Bill of Rights, and equal rights under the law. 4. Demonstrate the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems in the United States. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action in a democratic society.

Reason for change	Revise Outcomes as part of Program review

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu	3/11/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	3/11/2011

Portland Community College

Course Revision

What do you want to change?	Save this document as the course prefix and number
Check all that apply- double click on the check box which opens the task window	Send completed form electronically to curriculum@pcc.edu

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Political Science	Submitter name Phone Email	Rosa M. Bettencourt 971-722-4081 rbettenc@pcc.edu
Current prefix and number	PS 202	Proposed prefix and number	
Current course title	U. S. Government: Institutions and Principles	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
Examines the national institutions of American politics including the Legislative, Executive, Judiciary, and Bureaucracy. Topics include national policies, foreign policy, taxation, spending priorities, government regulations and entitlements. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Examines the national institutions of United States politics including the Legislative, Executive, Judiciary, and Bureaucracy. Topics include national policies, foreign policy, taxation, spending priorities, government regulations and entitlements. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for change	More accurate

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

Current learning outcomes	New learning outcomes
A. become an active participant in the political process B. have the ability to reflect on a political issues and make personal value judgments regarding these issues C. be prepared for a successful transfer to and performance at a four-year university or college if they so choose D. engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings-- like at a "bus stop"	1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to conflicts associated with formulating national public policy such as taxation and spending policies. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of national institutions of U.S. politics including the branches of government and policies associated with them. 3. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding both domestic and foreign policy issues in the U.S. 4. Demonstrate the ability to reason quantitatively and qualitatively using analytical skills to address national problems with U.S. political institutions and policies. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.

Reason for change	Revise for Program Review

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

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

Current prerequisites, corequisites and concurrent

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

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

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu	3/11/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	3/11/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Political Science	Submitter name Phone Email	Rosa M. Bettencourt 971-722-4081 rbettenc@pcc.edu
Current prefix and number	PS 203	Proposed prefix and number	
Current course title	State and Local Government	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, 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
Examines state and local government policy formulation and outcomes on issues ranging from taxation to prisons, and education to environmental concerns. Focuses on Oregon state and local politics. PS 201, 202, and 203 need not be taken in sequence. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	

Reason for change	

Current learning outcomes	New learning outcomes
To become familiar with the policymaking structures of governments which function on the state and local levels throughout the United States. To develop critical thinking skills with regards to controversial issues that include making personal value judgements, while demonstrating empathy for other people and differing points of view. To communicate in ways likely to encourage democratic values, while expressing one's own political opinions in a very forceful and persuasive manner. To be prepared for a successful transfer to and performance at a four-year college or university or other program as might be one's choice. To engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings -- like with a stranger at a bus stop.	1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to controversies associated with state and local government policies. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of state and local government policy-making structures and policy formulation. 3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues ranging from taxation to prisons and education to environmental concerns. 4. Demonstrate the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems at the state and local government levels in t he U.S. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action at the state and local government levels in the U.S.

Reason for change	Revise for Program Review

Current prerequisites, corequisites and concurrent

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu	3/11/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	3/11/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Political Science	Submitter name Phone Email	Rosa M. Bettencourt 971-722-4081 rbettenc@pcc.edu
Current prefix and number	PS 220	Proposed prefix and number	
Current course title	U.S. Foreign Policy	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, 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
Historical analytical treatment of select foreign policy themes since World War I is presented. Examines the United States' attempt to create world order through use of economic, military and diplomatic power, the roles of democratic institutions and decision-making elites in creating foreign policy, and the interdependent basis of the contemporary international system. Prerequisites: WR 115, RD 115 and MTH	

20 or equivalent placement test scores.	
Reason for change	

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

Current learning outcomes	New learning outcomes
• recognize and reflect on the interconnectedness of the international policies and local realities • become an active participant in the political processes that effect foreign policies • have the ability to reflect on a political issues and make personal value judgments regarding these issues recognizing the diversity of points of view • be prepared for a successful transfer to and performance at a four-year university or college if they so choose • engage in lifelong learning that includes effective listening, observation, and reading thereby encouraging stimulating conversations in future settings-- like at a "bus stop"	1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others representing nation-states , organizations, and groups operating in the global environment. 2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from attempts of the U.S. to create world order through use of economic, military, and diplomatic power. 3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues including the role of democratic institutions and decision-making elites in creating foreign policy. 4. Demonstrate the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address the interdependent basis of contemporary international system and the United States' place in it. 5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible global citizenship by participating in opportunities to shape U.S. foreign policy.
Reason for change	Revise for Program Review

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

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

Please provide details, who was contacted and the resolution.

| ☐ Yes
x☐ No | |

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Rosa M. Bettencourt	rbettenc@pcc.edu	3/11/2011
SAC Administrative Liaison	Email	Date

Karen Sanders	ksanders@pcc.edu	3/11/2011

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Chair	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PS 204	Course Title:	Comparative Political Systems
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PS 204	Course Title:	Comparative Political Systems

Course Description:	Covers the study of political systems in various countries. Includes such issues as policy-making, representation/ participation, political culture, political economy and development and governance. Countries chosen will represent various political systems including, democracies, totalitarian regimes, dictatorships, post-communist systems in transition, newly industrializing and developing countries. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores

Course Outcomes:	1. Explore how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries. 2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems. 3. Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes. 4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:
- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcome # 1 addresses this element of the PCC philosophy statement: *Explore how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries.*

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcome # 2 addresses this element of the PCC philosophy statement: *Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems.*

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.	Outcomes # 4 and # 5 address this element of the PCC philosophy statement: *Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems.* *Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.*

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome # 5 addresses this element of the PCC philosophy statement: *Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.*

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and   • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:
1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. *Explore how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries.* Meets SS Criteria #4 (Understand the diversity of human experience and thought, individually and collectively) 2. *Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems.* Meets SS criteria # 1 (Understand the role of individuals and institutions within the context of society) 3. *Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes.* Meets SS criteria # 1 and #5 (Understand the role of individuals and institutions within the context of society) and (Apply knowledge and skills to contemporary problems and issues). 4. *Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems.* Meets SS Criteria # 3 (Utilize appropriate information literacy skills in written and oral communication.) 5. *Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.* Meets SS Criteria # 2 and # 5 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry) and (Apply knowledge and skills to contemporary problems and issues)

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

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Outcomes 2 , 3 and 4 meet this SS outcome: *2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems.* *3. Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes.* *4. Formulate and apply personal value judgments regarding social*

	constructs and power relationships embedded in different political institutions and systems.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Outcomes 1, 2 and 5 meets this SS Outcome: *1. Explore how culturally based assumptions shape any country's perceptions, behaviors, and policies in relation to political systems in other countries.* *2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems.* *5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.*
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Chair	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PS 205	Course Title:	Global Politics: Conflict and Cooperation
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	Ps 205	Course Title:	Global Politics: Conflict and Cooperation

Course Description:	Examines the nature of relations among states. Topics include motivating factors such as nationalism and imperialism, economic rivalries and the quest for security, questions of national sovereignty and international cooperation, war and peace, global issues, and the future. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	1. Explore how culturally based assumptions shape any countries' foreign policies and international interactions , as well as, with inter-governmental organizations and non-governmental organizations. 2. Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism). 3. Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:
- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and technological environments
- D. ability to reason qualitatively and quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

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

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:
- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.

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

A. Understanding of their culture and how it relates to other cultures.	Outcome # 1 and # 2 addresses this element of PCC Philosophy statement: 1. *Explore how culturally based assumptions shape any countries' foreign policies and international interactions , as well as, with inter-governmental organizations and non-governmental organizations.* 2. *Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism).*

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcome # 2 addresses this element of PCC Philosophy statement:. *Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism).*

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.	Outcome # 3 addresses this element of PCC Philosophy statement:. *Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships.*

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome # 5 addresses this element of PCC Philosophy statement:. *Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.*

Social Sciences

Outcomes:

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

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

Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. *Explore how culturally based assumptions shape any countries' foreign policies and international interactions, as well as, with inter-governmental organizations and non-governmental organizations*. Meets SS Criteria # 2. (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry), and SS Criteria # 4. (Understand the diversity of human experience and thought, individually and collectively) 2. *Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism)*. Meets SS criteria # 1. (Understand the role of individuals and institutions within the context of society) and SS criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry) 3. *Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships*. Meets SS criteria # 4 (Understand the diversity of human experience and thought, individually and collectively) and SS criteria # 5 (Apply knowledge and skills to contemporary problems and issues) 4. *Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view.* Meets SS criteria #4 (Understand the diversity of human experience and thought, individually and collectively) and SS criteria # 5 (Apply knowledge and skills to contemporary problems and issues)

	5. *Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.* Meets SS criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry) and SS Criteria # 3 (Utilize appropriate information literacy skills in written and oral communication)and SS Criteria # 5 (Apply knowledge and skills to contemporary problems and issues)

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

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Outcomes 1, 2, and 3 meet this SS Outcome: 1. Explore how culturally based assumptions shape any countries' foreign policies and international interactions , as well as, with inter-governmental organizations and non-governmental organizations. 2. Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism). 3. Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Outcomes 4 and 5 meet this SS Outcome: 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

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

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Chair	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Karen Sanders	ksanders@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	PS 225	Course Title:	Political Ideologies: Idea Systems
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	PS 225	Course Title:	Political Ideologies: Idea Systems

Course Description:	Covers sources, strengths and weaknesses of contemporary ideologies, and the conditions which lead to conflict or to cooperation among them. Includes liberalisms, conservativisms, socialisms, fascisms, and other idea systems. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent test scores.

Course Outcomes:	1. Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them. 2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. 3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.

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	Outcome # 1 and 4 addresses this element of the PCC philosophy statement 1.*Distinguish among major contemporary ideologies, identifying the*

to other cultures.	*culturally based assumptions and influences which lead to conflict and to cooperation among them.* *4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view.*

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcome # 2 addresses this element of the PCC philosophy statement *2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each.*

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

D. Ability to reason qualitatively and quantitatively.	Outcome # 2 and # 3 addresses this element of the PCC philosophy statement *2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each.* *3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions.*

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.	Outcome # 4 and # 5 addresses this element of the PCC philosophy statement *4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view.* *5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship*

Outcomes:	

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:
- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:
1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. *Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry), meets SS Criteria # 4 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry) and SS Criteria # 5 (Apply knowledge and skills to contemporary problems and issues.
	2. *Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry), SS Criteria # 3 (Utilize appropriate information literacy skills in written and oral communication)
	3. *Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry)
	4. *Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view.* Meets SS Criteria # 3 (Utilize appropriate information literacy skills in written and oral communication) and SS Criteria # 4(Understand the diversity of human experience and thought, individually and collectively)
	5. *Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry and SS Criteria # 5 (Apply knowledge and skills to contemporary problems and issues)

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

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	Outcomes # 1 and # 3 meet this SS Outcome: 1. Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them. 3. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	Outcomes # 2, # 4 and # 5 meet this SS Outcome: 2. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each. 4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window	Save this document as the course prefix and number
xx☐ course number	Send completed form electronically to curriculum@pcc.edu

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

xx☐   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	Medical Imaging/MRI	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	MRI 121	Proposed prefix and number	MRI 271
Current course title	MRI Clinical I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
Reason for change	The MRI Program would like to align it's clinical course numbers to the College's preferred numbers. This is the only change to the course.		

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

outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes	New learning outcomes

Reason for change	

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

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

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

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	None

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	None
Implementation term	xx☐ Next available term after approval ☐ Specify term

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-15-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@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
xx☐ 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	Medical Imaging/MRI	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	MRI 122	Proposed prefix and number	MRI 272
Current course title	MRI Clinical 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. 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	The MRI Program would like to align it's clinical course numbers to the College's preferred numbers. This is the only change to the course.

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

outcomes. Three to six outcomes are recommended   See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes

Reason for change	

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

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

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

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

Yes No	None

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	None

Implementation term	xx ☐ Next available term after approval ☐ Specify term

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-15-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@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
xx☐   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	Medical Imaging/MRI	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	MRI 123	Proposed prefix and number	MRI 273
Current course title	MRI Clinical III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. 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	The MRI Program would like to align it's clinical course numbers to the College's preferred numbers. This is the only change to the course.

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

outcomes. Three to six outcomes are recommended   See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes

Reason for change	

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

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

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

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

Yes No	None

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	None

Implementation term	xx ☐ Next available term after approval ☐ Specify term

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-15-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@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
xx☐ 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	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 251	Proposed prefix and number	CTT 103
Current course title	Cross-Sectional Anatomy-Neck + Thorax	Proposed title (60 characters max)	Cross-Sectional Anatomy-Neck + Thorax
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

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

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

| Yes

No	No impact

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-10-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-10-11

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
xx☐ 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	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 252	Proposed prefix and number	CTT 101
Current course title	Cross-Sectional Anatomy-Abdomen + Pelvis -	Proposed title (60 characters max)	Cross-Sectional Anatomy-Abdomen + Pelvis -
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

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

Please provide details, who was contacted and the resolution.

Yes No	No impact

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-10-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-10-11

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
xx☐   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	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 253	Proposed prefix and number	CTT 102
Current course title	Cross-Sectional Anatomy-Head +Spine	Proposed title (60 characters max)	Cross-Sectional Anatomy-Head + Spine
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

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

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

Yes No	No impact

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-10-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-10-11

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
xx☐   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	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 254	Proposed prefix and number	CTT 111
Current course title	CT Physics + Instrumentation	Proposed title (60 characters max)	CT Physics + Instrumentation
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent			

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent			

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

☐ Placement into: .

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

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

Please provide details, who was contacted and the resolution.

Yes No	No impact

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-10-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-10-11

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
xx☐   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	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 255	Proposed prefix and number	CTT 112
Current course title	CT Protocols, Procedures + Pathology Correlation	Proposed title (60 characters max)	CT Protocols, Procedures + Pathology Correlation
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description	Proposed Description
Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

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

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

Yes No	No impact

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

Yes No	No impact

Implementation term	xxx☐ Next available term after approval ☐ Specify term

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-10-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-10-11

Portland Community College

Course Revision

<table>
<tr><td>
What do you want to change?
Check all that apply- double click on the box to open the task window

xx☐   course number

☐   title

☐   description

☐   prerequisites and co-requisites

☐   outcomes

Grade option change
</td>
<td>
Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu
</td></tr>
</table>

Section #1 General Information			
Department	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 270	Proposed prefix and number	CTT 271
Current course title	CT Clinical I	Proposed title (60 characters max)	CT Clinical I
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description

Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

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

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?

Please provide details, who was contacted and the resolution.

Yes No	No impact

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

Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	2-10-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	2-10-11

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
xx☐   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	Medical Imaging/Computed Tomography	Submitter name Phone Email	Virginia Vanderford Ext. 4907
Current prefix and number	RAD 271	Proposed prefix and number	CTT 272
Current course title	CT Clinical II	Proposed title (60 characters max)	CT Clinical II
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description	Proposed Description
Reason for change	The CT Program was recently approved by the State and to make registration for these courses less confusing for students, the CTT prefix will clarify that these are courses apart from the 2 year Radiography program. This change will also satisfy the changes needed for all program publications and web site.

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

outcomes. Three to six outcomes are recommended   See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes

Reason for change	

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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Please provide details, who was contacted and the resolution.

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

Section # 2 Department Review		
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