

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
May 4, 2011
Sylvania CC, Conference Rm B

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

Experimental Courses:

ENG 199A – Wilderness Literature
ART 299D – Green Initiative Mural Project

Course Inactivation:

None

Available Grading Option:

None

Old Business:

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

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

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

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

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

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

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

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

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

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

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

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

217. SPA 270A – Readings in Spanish Literature
 Designation – Cultural Literacy
Postponed at SAC Request

218. SPA 271A – Readings in Spanish Literature (Women Writers)
 Designation – Cultural Literacy
Postponed at SAC Request

627. D 177 – Hip Hop
 Course Revision – Description

628. D 184 – Ballroom Dance
 Course Revision – Description

New Business:

684. PE 186R – Hip Hop
 Course Revision – Description

685. PE 186D – Ballroom Dance
 Course Revision – Description

686. BI 163 – Organic Gardening
 Designation – General Education

687. BI 112 – Cell Biology for Health Occupations
Course Revision – Requisites

688. BI 211 – Principles of Biology
Course Revision – Requisites

689. BI 231 – Human Anatomy and Physiology I
Course Revision – Requisites

690. HST 298 – Independent Study: History
Course Revision – Number, Outcomes (HST 298A)

691. HST 298 – Independent Study: History
Contact/Credit Hour

692. HST 298B – Independent Study: History
New Course

693. HST 107 – History of Korea and Japan
Designation – General Education

694. HST 107 – History of Korea and Japan
Designation – Cultural Literacy

695. HST 203 – History of the U.S. – III
Designation – General Education

696. HST 218 – Native American Indian History
Designation – General Education

697. HST 225 – Hst of Wom, Sex, & The Family
Designation – General Education

698. HST 271 – Hist Central America/Caribbean
Designation – General Education

699. AVS 111 – Helicopter: Pre-solo Flight
Contact/Credit Hour

700. AVS 115 – Helicopter: Private Pilot Flight
Contact/Credit Hour

701. AVS 121 – Airplane: Pre-solo flight
Contact/Credit Hour

702. AVS 125 – Airplane: Private Pilot Flight.
Contact/Credit Hour

703. AVS 215 – Helicopter Commercial Flight B
Course Revision - Description

704. AVS 241 – Airplane: CFII Ground/Flight
Contact/Credit Hour

705. AVS 242 – Airplane: MEI Ground/Flight
Contact/credit Hour

706. BMZA 100 – Introduction to Zoo Science
New Course

707. BMZA 101 – Introduction to the Biology and Management of Zoo Animals I
New Course

707. BMZA 103 – Conservation Biology
New Course

708. BMZA 105 – Intro Comparative Vertebrate Anatomy and Physiology I
New Course

709. BMZA 106 – Introduction to Comparative Vertebrate Anatomy and Physiology II
New Course

710. BMZA 107 – Basic Horticulture for Zoo Keepers
New Course

711. BMZA 110 – Animal Nutrition
New Course

712. BMZA 150 – Captive Population Management
New Course

713. BMZA 201 – Captive Population Management II – Amphibians and Reptiles
New Course

714. BMZA 202 – Captive Population Management III – Birds
New Course

715. BMZA 203 – Captive Population Management IV – Mammals
New Course

716. BMZA 220 – Veterinary Procedures and Treatments for Zoo Keepers
New Course

717. BMZA 231 – Introduction to Animal Behavior
New Course

718. BMZA 232 – Zoo Animal Behavior Management
New Course

719. BMZA 240 – Water Quality Management
New Course

720. BMZA 260 – Exhibit Design
New Course

721. BMZA 265 – Exhibit Construction, Maintenance and Repair
New Course

722. BMZA 270 – Biology and Management of Zoo Animals Seminar
New Course

723. BMZA 271 – Biology and Management of Zoo Animals Internship
New Course

724. HON 201 – Capstone Experience
New Course

725. CTT 113 – CT Registry Review
New Course

726. GD 140 – Digital Page Design 1
Course Revision – Out

727. GD 141 – Digital Page Design 2
Course Revision – Des, Out

728. CS 261 – Programming Systems
Course Revision – Des, Out

729. PS 201- US Government: Foundations & Principles
Designation – General Education

730. PS 202 – US Government: Institutions and Policies
Designation – General Education

731. PS 203 – State and Local Politics
Designation – General Education

732. PS 211 – Peace and Conflict
Designation – General Education

733. PS 220 – U.S. Foreign Policy
Designation – General Education

734. ALC 50 – Basic English Skills Lab
Course Revision- Title, Des, Out

735. ALC 51 – Basic English Skills Lab
Course Revision – Title, Des, Out

736. ALC 52 – Basic English Skills Lab
Course Revision – Title, Des, Out

737. ALC 53 – Basic English Skills Lab
Course Revision – Title, Des, Out

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

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

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

Reason for change	Current description doesn't include language about repeatability.
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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	
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes
☐ no

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

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

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

Please provide details, who was contacted and the resolution.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	I will email this revised description to PE SAC Chair to ensure consistent language.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review

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

SAC Chair	Email	Date
Heidi Dyer	Heidi.diaz@pcc.edu	02/15/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	02/15/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

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

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

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

Reason for change	Current description doesn't include language about repeatability.
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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	
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> no
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If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

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

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

Please provide details, who was contacted and the resolution.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	I will email this revised description to PE SAC Chair to ensure consistent language.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review

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

SAC Chair	Email	Date
Heidi Dyer	Heidi.diaz@pcc.edu	02/15/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	02/15/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ 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	Physical Education	Submitter name	Janeen Hull
		Phone	Jan.hull@pcc.edu
		Email	X4042
Current prefix and number	PE 186 R	Proposed prefix and number	PE 186 R
Current course title	Hip Hop	Proposed title (60 characters max)	Hip Hop
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
Hip Hop Introduces the fundamental principles and skills of Hip Hop dance. Emphasis placed on development of correct technique, strength, flexibility, musicality, and individual expression through movement. Focus on Hip Hop elements, culture and terminology.	Introduces the fundamental principles and skills of Hip Hop dance. Emphasis placed on development of correct technique, strength and flexibility, musicality, and individual expression through movement. Focus on Hip Hop elements, culture, and terminology. Course may be taken a total of three times for credit as either PE 186 R or D 177.

Reason for change	Current description doesn't include language about repeatability.
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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	
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

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

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

☐ yes
☒ no

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

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

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

Please provide details, who was contacted and the resolution.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Language was developed by Dance SAC & emailed to the PE SAC to ensure consistency.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review

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

SAC Chair	Email	Date
Janeen Hull	Jan.hull@pcc.edu	3/14/11
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	3/14/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☒ 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	Physical Education	Submitter name	Janeen Hull
		Phone	Jan.hull@pcc.edu
		Email	x4042
Current prefix and number	PE 186 D	Proposed prefix and number	PE 186 D
Current course title	Ballroom Dance	Proposed title (60 characters max)	Ballroom Dance
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
Ballroom Dance Introduces the fundamental principles of Ballroom Dance. Emphasis placed on proper partnering, style, and phrasing. Focus on the elementary steps of Foxtrot, Waltz, Swing, Cha Chas, and Rumba combinations.	Ballroom Dance Introduces the fundamental principles of Ballroom Dance. Emphasis placed on proper partnering, style, and phrasing. Focus on elementary steps of Foxtrot, Waltz, Swing, Cha-Cha, and Rumba. Course may be taken a total of three times for credit as either PE 186D or D184.

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

Current learning outcomes	New learning outcomes

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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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

Language was revised by the Dance SAC and emailed to the PE SAC to ensure consistency.

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
Janeen Hull	Jan.hull@pcc.edu	3/14/11
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	3/14/11

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Kevin Lien	klien@pcc.edu

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

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

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

7. Complete the following Course Information:

Course Prefix and Number:	BI 163	Course Title:	Organic Gardening
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Science

Course Description:	Introduces the structure and function of soils including the soil food web, composting and compost tea, and the basics of biogeochemical cycling. Explores basic plant anatomy and the growing of flowers, vegetables and fruits in the Pacific Northwest. Includes organic pest control, beneficial insects, and pruning and grafting. The laboratory will elucidate these concepts. An interest in plants and a basic high school biology course are recommended.
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Course Outcomes:	<p>A student will be able to collaboratively and independently:</p> <p>Identify and express orally and in writing basic concepts and techniques used in organic gardening.</p> <p>Identify and express the basic concepts in organic gardening.</p> <p>Utilize current practices in organic gardening.</p> <p>Demonstrate an understanding of ecosystem functioning as it relates to gardening.</p>
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	Use basic ecosystem principles to identify and understand plant communities and soil ecosystems that are important for agriculture and gardening. Also analyze how human decisions, including the use of biotechnology impact these ecosystems.
D. Ability to reason qualitatively and quantitatively.	Use scientific techniques to quantitatively measure soil physical and biological parameters and to relate these to plant growth.
E. Ability to conceptually organize experience and discern its meaning.	Participate in research, laboratory and/or field experiences and organize data to illustrate an understanding of basic ecological principles.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Evaluate and analyze the interrelationships between human cultures and their food supply and how these impact the ecosystems upon which both depend.

9. Address the AAOT Discipline Studies Outcomes and Criteria:	
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.	
Science or Computer Science	
Outcomes:	
<p>As a result of taking General Education Science or Computer Science courses, a student should be able to:</p> <ul style="list-style-type: none"> • 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:	
<p>A General Education course in either Science or Computer Science should:</p> <ol style="list-style-type: none"> 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. <p>In addition:</p> <ol style="list-style-type: none"> 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. 	
<p>List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*</p>	<p>A student will be able to collaboratively and independently:</p> <p>Identify and express orally and in writing basic concepts and techniques used in organic gardening.</p> <p>Use the basic concepts in organic gardening. Participate in research, laboratory and/or field experiences and organize data to illustrate an understanding of basic ecological principles.</p> <p>Utilize current practices in organic gardening.</p> <p>Apply a knowledge of ecosystem functioning as it relates to gardening to provide greater productivity. Be able to proficiently talk about biotechnology issues as they relate to organic gardening and the ethics of food production. Understand and apply basic integrated pest management systems.</p>
<p>*Note: It must be clearly evident that the above outcomes are addressed within the course's outcomes.</p>	
<p>How does the course enable a student to "gather, comprehend, and communicate scientific and technical information in order</p>	<p>Students choose a research topic, a research paper or a service learning project and then explain the relevance of the data they have collected to the basic themes and concepts explored in the course. They should then be able to apply this knowledge in a work or home environment.</p>

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"?**	<p>Laboratory and field exercises involve using the scientific method and appropriate equipment to provide reliable data. These data are then analyzed in class and conclusions are based on the available data. Each student also maintains a demonstration plot that enables them to gain experience with the concepts being taught in the course.</p> <p>Class discussions encompass food production methods including biotechnology and their relative ethical use in relation to ecosystems function.</p> <p>Essay questions on exams encourage evidence-based evaluations of problems and questions.</p> <p>Presentations both in writing and orally from each student require the use of critical thinking skills related to real world data and its application.</p>
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"?**	<p>Students that do either the research experiment or the research paper explore primary sources in the scientific literature. Students that do service learning must relate their experience to the concepts presented in the course.</p> <p>Discussion in class and essay questions on the final exam encourage the evaluation of human impact on ecosystems through various food production technologies.</p>
**Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the 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	BI	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	112	Proposed prefix and number	
Current course title	Cell Biology for Health Occupations	Proposed title (60 characters max)	
Reason for title change	Pre-req change reflects returning to original pre-reqs, which were accidentally changed with Standard prereq implementation.	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	
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

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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: WR 115, RD 115, and MTH 65 or
equivalent placement test scores

x Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2011 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
Sandy Neps	Sandy.neps@Pcc.edu	3/18/11
SAC Administrative Liaison	Email	Date
Alyson Lighthart	Alyson.lighthart@pcc.edu	3/18/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☐ 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	BI	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	211	Proposed prefix and number	
Current course title	Principles of Biology	Proposed title (60 characters max)	
Reason for title change	Change is intended to reduce confusion. Since the math pre-req for CH 100 (a pre-req or concurrent class) has been increased, we would like the math pre-req listed here to match	Proposed transcript title (30 characters max)	
<p>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</p>			
Current Description		Proposed Description	

Reason for change	
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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	
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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: : WR 115 and RD 115 or equivalent placement test scores, and MTH 60 or higher.

X Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:: CH 100 or higher; or instructor permission.

☐ Prerequisite

☐ Corequisite

X 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: WR 115 and RD 115 or equivalent placement test scores, and MTH 95 or higher.

x Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: CH 100 or higher; or instructor permission.

☐ Prerequisite

☐ Corequisite

X pre/con

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

☐ yes

☐ no

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

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2011 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
Sandy Neps	Sandy.neps@pcc.edu	3/18/2011
SAC Administrative Liaison	Email	Date
Alyson Lighthart	Alyson.lighthart@pcc.edu	3/18/2011

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
☐ 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	BI	Submitter name	Sandy Neps
		Phone	503-978-5509
		Email	Sandy.neps@pcc.edu
Current prefix and number	231	Proposed prefix and number	
Current course title	Human Anatomy and Physiology I	Proposed title (60 characters max)	
Reason for title change	Change is intended to reduce confusion. Since we are increasing the math pre-req of BI 112 (a pre-req for 231) we would like the math pre-req listed here to match	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
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	
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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: WR 115, RD 115 and MTH 20 or equivalent placement test scores, and BI 112 or (BI 211 and BI 212).	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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: WR 115, RD 115, and MTH 65 or equivalent placement test scores and BI 112 or (BI 211 and BI 212)	x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input type="checkbox"/> no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
x No

Implementation
term

☐ Next available term after approval
x Fall 2011
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
Sandy Neps	Sandy.neps@Pcc.edu	3/18/2011
SAC Administrative Liaison	Email	Date
Alyson Lighthart	Alyson.lighthart@pcc.edu	3/18/2011

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	History	Submitter name	Sylvia Gray
		Phone	503-977-4073
		Email	sgray@pcc.edu
Current prefix and number	HST298	Proposed prefix and number	HST 298a
Current course title	Independent Study: History	Proposed title (60 characters max)	Independent Study: History
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Offers individualized study at an advanced level. Emphasizes areas of history not considered in other courses which meet special interests or program requirements. Complete a term project and readings approved by the instructor. Recommended: Prior study in history. Instructor approval required.	Advanced individualized study of history to meet special interests or program requirements. Complete a project and readings on a topic approved by the instructor. Instructor permission required.

Reason for change	To place on record. Note: 298a will offer the option of two credit hours.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
None listed	<p>Outcomes will vary depending on the approved course of study:</p> <ul style="list-style-type: none"> *Articulate an understanding of the key events in the topic of study and use critical thinking to evaluate historical changes and their impact on society and culture. *Recognize the diverse contributions of the topic in order to appreciate and evaluate society. *Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in the topic of study. *Communicate effectively using historical analysis. *Connect the past with the present to encourage civic engagement.

Reason for change	Core outcomes have not been submitted prior to this
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Social Science	Submitter name, phone, and email	Sylvia Gray X4073 sgray@pcc.edu
Course prefix and number	HST 298A	Course title	Independent Study: History
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	2
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours		Total weekly contact hours	
Total credits	3	Total credits	2
Reason for change:	This adds flexibility to the alternative of the Independent Study course offered in history. There will also be a four-credit-hour option.		
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.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	History	Submitter name Phone Email	Sylvia Gray X 4073 sgray@pcc.edu
Course Prefix and Number:	HST 298B	# Credits:	4
Course Title: 60 characters max	Independent Study: History	Transcript Title (30 characters max)	Independent Study: History
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times?	Contact hours: PER TERM	Lecture: 4 Lec/lab: Lab:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title
	<input checked="" type="checkbox"/> No	HST 298B

Course fee: **Identify only fees that are above and beyond the usual PCC fees**

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Advanced individualized study of history to meet special interests or program requirements. Complete a project and readings on a chosen area of study approved by the instructor. Instructor permission required.
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General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of

these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to
Course
Description:

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

Learning
Outcomes:
(Use observable
and measurable
verbs)

Outcomes will vary depending on the approved course of study:

- *Articulate an understanding of the key events in the chosen area of study and use critical thinking to evaluate historical changes and their impact on society and culture.
- *Recognize the diverse contributions of the chosen area of study to world civilization in order to appreciate and evaluate society.
- *Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in the chosen area of study.
- *Communicate effectively using historical analysis.
- *Connect the past with the present to encourage civic engagement.

Course
activities and
design:
(from CCOG)

Outcomes
assessment
strategies:

Assess by using any combination of the following:

- Exams
- Essays
- Oral presentations
- Research projects
- Service-learning projects
- Class participation and discussion
- Other creative assignments

Course
Content:
Themes,
Concepts,
Issues and
Skills:
(from CCOG they
should be
connected to the
outcomes)

1. Competencies and skills:

- Identify the characteristics of the chosen area of study, with a particular focus on their historical relationship
- Identify key historical, political, geographical, social, economic and cultural aspects of the chosen area of study
- Appraise how these changed over time, particularly in relationship with each other

	<ul style="list-style-type: none"> Analyze and evaluate primary and secondary sources Connect evidence to its relevant historical context Evaluate different interpretations of past events and construct your own Recognize and understand the basis for various interpretations and views of historical issues Identify an historian's thesis and supporting evidence Select what is important from a large body of material Connect present-day events to the past <p>2. Themes, Concepts, Issues</p> <ul style="list-style-type: none"> These will vary according to the chosen area of study

Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) as an elective
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input checked="" type="checkbox"/> other (explain) This varies according to the specific arrangement between the student and instructor	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	n/a	# credits:
Name of degree(s):	n/a	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
John Shaw	John.shaw4@pcc.edu
SAC Administrative Liaison	Email
Nancy Wessel	Nancy.wessel@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

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
	Sylvia Gray	sgray@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 107	Course Title:	History of Korea and Japan in Cooperation and Conflict
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Explores the history and relationship between Japan and Korea. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times.		
Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of Japan and Korea and use critical thinking to evaluate their historical relationship and its impact on civilization • Recognize the diverse contributions of Japan and Korea to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in Japan and Korea • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates	Not only does this course examine the various culturally-based beliefs, practices, and values of both Korea and Japan, but it seeks to compare,
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to other cultures.	contrast and examine the relationship between the two cultures. Underlying this comparison/contrast which is built into the course, there is also an exploration of students' own values and beliefs.
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.	Historical events and practices inform current issues in both the Koreas and Japan, as well as their relationships with each other. Both countries have also been shaped by their relationships with other countries: China, various steppe peoples, and later, the United States, to make an abbreviated list. Gender issues permeate the content: for instance, early on both Korea and Japan were sporadically ruled by empresses, yet later the position of women seemed to decline. One explanation for this in Korea is the impact of Neo-Confucianism on the Joseon culture; in Japan it may be the militarization of the state beginning from the Kamakura period.
C. Understanding of themselves and their natural and technological environments.	Understanding the geography of both Korea and Japan is essential to understanding their history. For instance, the geography of Korea (a peninsula that touches Manchuria/China) and the geography of Japan as an island off the coast of the Asian mainland have played defining roles in their respective histories. The natural and technical environments and their impact on both cultures is also a recurring theme. For instance, technical developments in mainland China, such as the writing system, printing, gunpowder, etc., had an impact on cultural and technological developments in the respective countries. Contact with the western world in the 19 th century that led to technical modernization in Japan and later Korea is also a major topic.
D. Ability to reason qualitatively and quantitatively.	This course requires that student evaluate different historical interpretations of events that begin in pre-history and early sources to painful 20 th century events still interpreted by some Koreans and Japanese from completely different viewpoints. Students learn about and are asked to apply the methods of the discipline by considering such concepts as multiple-causality, historical context, and history as reconstruction.
E. Ability to conceptually organize experience and discern its meaning.	History courses by definition ask students to organize a body of material and come up with arguments based on primary sources and facts. This is done in a variety of methods: by assigning essays based on primary sources, by analysis of scholarly articles and/or books; by class discussion; by thought-provoking exams, whether take-home or in-class, and more.
F. Aesthetic and artistic values.	Since this is a survey course, art is brought into the course to illustrate historical developments: for instance, mound tombs found in both Korea and Japan; Buddhist temples in both countries (examples: Bulguksa, Todaiji). In addition, literature excerpts (example: <i>Tale of Genji</i>) and poetry (example: Choe Chiwon) are also examined to help illuminate the cultures and their various developments.
G. Understanding of the ethical and social requirements of responsible citizenship.	Responsible citizenship requires a solid understanding of one's own culture and that of other regions of the world. To evaluate current foreign policy and foreign relations with both Japan and Korea, one needs to understand their various histories. There is always an ethical component to the examination of events in history. For instance, the complex issues of Japan imposing itself on Korea in 1910, and the use of Korean "comfort women" for Japanese soldiers, provide an excellent opportunity for discussion on

	causes, effects, and the ethical questions involved in relations of one state toward another.
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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 the key events in the history of Japan and Korea and use critical thinking to evaluate their historical relationship and its impact on civilization
- Recognize the diverse contributions of Japan and Korea to World Civilization in order to appreciate and evaluate society
- Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in Japan and Korea
- Communicate effectively using historical analysis
- Connect the past with the present to enhance citizenship skills

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

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

In the process of class discussion of issues or particular primary sources, and in the writing of essays, students are asked to make arguments based on historical facts and primary sources. These always have to do with human behavior, as history is the study of humans, and also with the larger grouping of humans into social constructs.

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”?**

This course by definition looks at groups of people who are historically different and culturally different from current American society. In the process, the comparison with one's own set of beliefs and those observed as historically or culturally different provides constant points for reflection and appreciation and opportunities for personal growth.

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

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

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

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

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

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

Cultural Literacy Designation Request Form

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

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

2. Meet the state-wide Cultural Literacy Outcome:

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

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:

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

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

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

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

Course Prefix and Number:	HST 107	Course Title:	History of Korea and Japan
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Course Description:	Explores the history and relationship between Japan and Korea. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times.
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Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of Korea and Japan and use critical thinking to evaluate their historical relationship and its impact on civilization • Recognize the diverse contributions of Korea and Japan to World Civilization in order to appreciate and evaluate society • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in Korea and Japan • Communicate effectively using historical analysis • Connect the past with the present to enhance citizenship skills
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List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<ul style="list-style-type: none"> • Articulate an understanding of the key events in the history of Japan and Korea and use critical thinking to evaluate their historical relationship and its impact on civilization • Recognize the diverse contributions of Japan and Korea to World Civilization in order to appreciate and evaluate society
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- Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in Japan and Korea

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.	Not only does this course examine the various beliefs, practices, and values of both Korea and Japan, but it seeks to compare and contrast and examine the relationship between the two cultures. It also includes information on the cultural and philosophical influence of China on both countries. Historical events and practices inform current issues in both the Koreas and current relationships with Japan. For instance, early settlements in Japan to a great degree originated in Korea, and famously Buddhism was introduced to Japan through the efforts of Paekche and Kokuryo, early states in Korea. Another example would be the examination of various moments when one country was involved in aggression toward the other, including the aftermath, as well as variant interpretations of the events.
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5. Submit this request form to the Curriculum Office to begin the approval process.

Person Submitting This Request	Name	E-mail Address
	Sylvia Gray	sgray@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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Andrea Lowgren	Andrea.lowgren@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 203	Course Title:	History of the U.S. - III
Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	History of the United States - III Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<p>Articulate an understanding of key events in the twentieth century history of the United States use critical thinking in order to evaluate historical changes and their impact on current U.S. society.</p> <ul style="list-style-type: none"> • 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 the present to enhance citizenship skills. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Central to the study of the 20 th -century United States are the ramifications of historical meanings of difference. For example, students learn about how the public's and government's perception of even second-generation Japanese-Americans as fundamentally foreign led to the wide acceptance of internment of this
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	<p>population during WWII. In addition, participants in social movements like the Civil Rights Movement created their own variations on freedom, music, and religious practices that ultimately influenced American popular culture and ideas about justice at large. We also can analyze culture outside of an ethnic context; the Cold War, for example, created a culture of its own, resulting in discrimination against people with Leftist or pro-union political views, a climate of fear expressed in behaviors like building bomb shelters, and powerful government institutions like HUAC (House Un-American Activities Committee). Comparisons with Cold War culture in the USSR show students what Americans had in common with citizens of the Soviet Union as well as what was particularly American.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>In the twentieth century the US was one of the primary players in world politics, which had ramifications for individual Americans. For example, in studying the Vietnam War the students have an opportunity to see the military conflict in global context as part of the ongoing ideological conflict over communism. At the same time we examine the personal experiences of the soldiers, both American and Vietnamese, as they struggled with isolation, patriotism, personal despair, and physical and mental illness. American soldiers returned to the United States expecting to have completed one of the rituals of manhood only to find resentment from a growing anti-war movement and changing gender responsibilities brought about by the women's liberation movement.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>In HST 203 we have ample opportunity to help students see themselves and their impact on the natural environment. By studying Rachel Carson's <i>Silent Spring</i>, for example, students can learn about the negative effects of petroleum-based pesticide technologies on the ecosystems and the resulting environmental movement and government regulation of pollutants.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	
<p>F. Aesthetic and artistic values.</p>	<p>In learning about the twentieth century art is central to understanding the American experience. For example, the poetry of the Harlem Renaissance signified a new era in class mobility, urbanization and race relations for the United States. The rock music of the 1960s expressed the revolutionary sentiments of a youthful generation struggling against the post-war domesticity and conflict created by their baby-boomer parents.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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.*	<p>Articulate an understanding of key events in the twentieth century history of the United States use critical thinking in order to evaluate historical changes and their impact on current U.S. society.</p> <ul style="list-style-type: none"> • 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 the present to enhance citizenship skills.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	In HST 203 students have the opportunity to use the skill of analyzing class relationships to understand economic inequality. For example, in learning about the Great Depression students can trace the impact of federal policies on banking, farming, business, and job creation on individuals and groups to see how humans cope with economic hardship. Some men left their families during the Depression to hitch rides on trains and shirk responsibility. Many rural whites sold or abandoned their farms to move to California to find agricultural work, while others postponed having children with more widespread use of birth control. Many women and people of color found their employment options even more limited than before and were forced into a barter economy.
How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	By studying the history of the social movements of the 1960s, students have the opportunity to learn about what life was like for women, people of color, and homosexuals before broad social movements brought inequalities to public discussion. Not only do they then better appreciate the breadth of diverse experiences in the United States, they also have a chance to apply knowledge of the techniques used to make change to current problems with gendered, racial/ethnic and sexual inequity today.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	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 218	Course Title:	Native American Indian History
Course Credits:	4.00	Gen Ed Category:	Delete everything except the correct category Social Science
Course Description:	Covers history of American Indians in what is now the United States from pre-Columbian times to the present, exploring the cultural diversity among Native peoples, tribal sovereignty, conflicts and accommodations with European Americans, historical roots of contemporary Native American issues and an increased level of awareness of the cultural heritage of the United States.		
Course Outcomes:	<ul style="list-style-type: none"> • Articulate an understanding of the key events in Native American history and use critical thinking to evaluate historical developments and their impact on American Indian-European American relations. • Recognize the historical contributions (political, economic, cultural, racial, social, gender, religious) of different American Indian peoples within the larger context of American history. • Identify culturally-grounded assumptions which have influenced the perceptions, behaviors and policies of nations and people in the past and assess how culture affects human beliefs and behaviors. • Communicate effectively through historical analysis. • Connect key interrelated developments from diverse Native American and European American communities to provide a multicultural context for critically examining American history. 		

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>Students discover that studying American Indians within the broader context of American history is that their process of cultural renewal, nation-building, and rebuilding, has been closely entwined with that of the United States. The interrelated development of diverse Native American and European American communities within the United States provides us with a multicultural context for critically examining the conflict and compromise of the "shared past" of American history. It is vital to integrate American Indian history into the whole fabric of American history. American Indian worldviews not only balances many of the values and beliefs of the dominant Euro-American culture, but also provides a basis for critically analyzing American culture and society. These different perspectives helps students gain a broader perspective on American history, and provides them with an increased level of awareness about the rich and varied cultural heritage of the United States of America.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>The most important fact students learn about Native Americans is that their cultures are diverse, heterogeneous and multicultural. Just as there are no universal statements one can make about all Europeans, all Asians, or all Africans, there are no valid statements about "all" American Indians. The approximately 500 American Indian nations are human communities groups, part of the broad history of all humanity, and therefore can be compared with other groups in terms of technology, cultural world views, history and adaptation to global markets and expanding state systems. A major premise of this course is that one does not have to be a member of a culture to understand what culture means or to interpret a culture in a meaningful way.</p> <p>A major "cultural gap" in gender norms occurred when patriarchal Europeans encountered matrilineal Native American cultures. In matrilineal (female-dominated, but not ruled) societies, children assumed the clan and traced their descent through their mother. One could not marry within one's own clan (exogamy). This encouraged marriage outside one's own village, promoting a widening of kinship reciprocity across clans, villages, tribes and confederacies. In societies focused on survival, it was essential that each person contributed to the well-being of the family, clan, village and tribe. In matrilineal cultures, such as the Navajo, Iroquois and Cherokee, when a man married he went to live with his wife's family (matrilocal). Women "owned" property, had custody of the children and homes. Each clan was led by an elected clan mother by elders of both men and women. The women were given this responsibility because they were the ones who stayed home with their babies, raised the crops and assured the continuity of the family, clan, village and tribe. Because of their responsibility for the family and the town, all non-personal property (houses, fields) belonged to a clan and women inherited field rights passed down from mother to daughter. While women did not govern directly, they had significant political power because the clan mothers chose and deposed male chiefs, and formed their own women's council. While many American Indian women acted as healers, traders, diplomats (Pocahontas - Powhatan) and "cultural brokers" (Sacagawea - Shoshone) Native women were usually not "chiefs" or warriors, but there were notable exceptions of "women warriors" (Nancy Ward – Cherokee, Lozen – Apache) and "women sachems" (Weetamoo – Pocasset). In the late</p>

	20 th century, Wilma Mankiller became the first female principal chief of the Cherokee nation.
C. Understanding of themselves and their natural and technological environments.	Columbus did not discover a “new world” but another old world of tremendously diverse peoples, histories, communities, cultures and languages. North America was not an empty, vacant, pristine “virgin wilderness,” nor were Native peoples wandering nomads with no sense of place, lacking permanent settlement or not making efficient use of land and resources. American Indians adapted to the varied natural environments and climatic regions of North America. But adaptation was not a passive process. Native peoples developed a variety of tools and weapons, along with such transportation innovations as the birch bark canoe, the toboggan and snowshoes. Indians also actively shaped their environment by modifying modified grasslands and woodlands through controlled burning, building towns, earthworks, irrigation ditches, canals, trails and graded roads. The question arises, did indigenous peoples degrade their environments, or were they perfectly in tune with nature? It is important to note that Native peoples viewed saw themselves as stewards of a natural world that was sacred, as opposed to European concepts of being distinct from or superior to a natural world viewed as a commodity to exploit. But being perfectly human, Native Americans were not perfect environmentalists. Chief Sealth (Seattle) did not actually say that, “Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself.” American Indians over-utilized natural resources, which led to deforestation, depletion of fur-bearing mammals, intertribal warfare and relocations to find greater supplies of food and water. Recent attempts by the Makah to revive their culture by resuming whaling incurred the wrath of many non-Indian environmentalists.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	American history did not begin in 1000, 1421 or 1492 (with the advent of Vikings, southern Europeans or Chinese). Native Americans played a significant role in shaping the history of North America, and have been full participants in their own history (they are not just a subset of European American narrative). For many or most students, American Indian history can be distressing and depressing. In one sense that is good. It shows that they are empathizing (feeling) and grappling (thinking) with the issues of cultures in contact, accommodation and conflict. It is important to try and understand people and events that are often painful or seem incomprehensible. In another sense, despite all of the travesties, tragedies and losses, American Indian history is also a story of heroic struggle, persistence and overcoming setbacks.
F. Aesthetic and artistic values.	Predicated upon the formula that environment shapes subsistence, and subsistence shapes culture, students gain an appreciation of the diverse array of American Indian oral tradition, literature, architecture, poetry, pictographs, petroglyphs, crafts, calendars, ledger books, painting, music and dance. It is also important for students to understand how in Native American cultures art

	was used not only for enjoyment and creative expression, but also to educate, give meaning to spirituality and reflect clan and economic status.
G. Understanding of the ethical and social requirements of responsible citizenship.	American Indians have been the subject of more federal legislation than any other group in the United States. Some of the acts, treaties and agreements were good faith attempts by Congress to negotiate with American Indians honorably. Other attempts were disguised measures designed to take Indian lands and destroy their cultures and governments. American Indians have been deeply affected by federal Indian policies of the past and present. These policies have been inconsistent and have changed direction many times depending on the U.S. political climate. Issues which are current in American Indian communities today are all directly or indirectly related to federal Indian policies. These issues include tribal sovereignty, treaty rights, native language rights, repatriation of human remains and sacred religious objects, religious freedom, education rights of American Indian children, and the right of American Indians to determine their own future. Students discover that current trends in federal Indian policy reflect these important concerns.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

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

Arts and Letters
Outcomes:

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

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

Criteria:

A course in Arts & Letters should:

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

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

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

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

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

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

Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

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

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

By reading primary source documents (focused on Native American testimony), secondary sources, watching videos and DVDs featuring Native persons talk about their own history, examining the types of sources available to reconstruct the past, engaging in class discussions, taking examinations and writing essays, students explore various indigenous cultures, historical persons and famous events of American Indian history. For example, pro-Indian removal and anti-Indian removal primary documents and landmark federal Indian law Supreme Court decisions are placed in the relevant historical context of Jacksonian America during the 1820s and 1830s. Contributing social, economic, and political factors are discussed in order to understand the multiple-causes (primarily the expansion of cotton plantation slavery) which led to various “trails of tears” over which eastern tribes were relocated forcibly west of the Mississippi River by the U.S. government. Throughout the course, students evaluate different historical interpretations, such as the repeated failures of most 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.

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”?**

This course not only provides the basic factual information about American Indian history, the cultural heritage of Native peoples and their unique government-to-government relationship with the U.S. federal government. It also contributes to students’ capacity to analyze evidence, assess conflicting interpretations, and evaluate the complex interplay between cultural accommodation and resistance. By developing and applying historical thinking, students will be better equipped to function in and deal successfully with an increasingly complex and diverse world. In the end, perhaps an admiration for Native American resilience can overcome outrage and students end up inspired through greater knowledge of our “shared past.”

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

Science or Computer Science

Outcomes:

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

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

Criteria:

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

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

In addition:

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

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

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

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

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

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**

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

Mathematics

Outcomes:

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

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

Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Andrea Lowgren	Andrea.lowgren@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 225	Course Title:	Hst of Wom, Sex, & The Family
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Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
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Course Description:	Examines the historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<p>Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture.</p> <p>Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families.</p> <p>Connect historical themes in women's sexual and family life with present issues.</p> <p>Communicate effectively regarding historical topics in writing and speaking.</p>
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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.	The history of sexuality and family life is an ideal subject for examining values and practices that create difference because each historical and geographical culture in the world has particular meaning given to reproduction. In American culture, for example, birth control is about controlling <u>whether</u> or not women have children, but
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	in many other cultures birth control is about controlling <u>when</u> women have children. Reproductive rights, in other words, are not limited to access to abortion and birth control, but might also mean freedom from forced sterilization.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	In studying the role of sexuality during war, students learn about how militaries world-wide have attempted to control women's bodies in order to control the spread of venereal disease. From a personal account of a Filipino "comfort woman" enslaved by the Japanese army during WWII, students connect individual experiences to global politics in which gendered bodies play a central role.
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.	Using the infamous film, FIRE, students study culturally-specific meaning of homosexuality. In India homosexual behavior does not necessarily translate into a rejection of traditional marriage. In other words, the homosexual experience does not always carry a homosexual identity.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	This course examines the historical relationship between marriage and the state, from Depression-era links between marriage and social security benefits to prohibitions of interracial marriage, helping the students better understand present-day political debates around same-sex marriage.

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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.*	<p>Articulate an understanding of key events in the twentieth century history of the United States use critical thinking in order to evaluate historical changes and their impact on current U.S. society.</p> <ul style="list-style-type: none"> • 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 the present to enhance citizenship skills.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	
How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	In this course we study the concept of ethnocentrism, giving the students the tools with which to identify their own perspective. They then can learn to see the ethnocentrism of other cultures as well, helping the students to understand culture-based decisions and outside judgments. For example, we study the practice of female circumcision, which through the lens of the United States seemed oppressive, but in Egypt was celebrated as a rite of passage.
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”?**	When students study arranged marriages in Muslim and Jewish culture, they consider the economic and religious basis for strict family approval to contrast with the wage-labor and market-defined marriage by choice that developed in Europe in the early modern period. Americanized students often express after learning about the historical and cultural basis of marriage how they had never before considered arranged marriage as anything but oppressive because choice figures so centrally into their ideal of love.
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

Note:

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[General Education Request Information](#)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Andrea Lowgren	Andrea.lowgren@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 271	Course Title:	Hist Central America/Caribbean
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Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Social Science
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Course Description:	History of Central America and the Caribbean Surveys Central American and Caribbean history from the pre-Columbian era to the present. Focuses on post-contact history including colonialism, independence, revolution, nation-building and international relationships. Emphasizes social, political and cultural developments and contributions by a diversity of Central American and Caribbean peoples. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<p>Articulate an understanding of key events in the history of Central America and the Caribbean and use critical thinking in order to evaluate historical changes and their impact on Central American and Caribbean society.</p> <ul style="list-style-type: none"> •Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in Central America and the Caribbean in order to appreciate and evaluate Central American and Caribbean 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 Central America and the Caribbean with the United States in order to better understand the political relationship between the two regions.
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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

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

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

historical perspective.

A. Understanding of their culture and how it relates to other cultures.	This class enables students to analyze cultural meanings of difference through its examination of the relationship between European colonists, African slaves and indigenous peoples. Students study, for example, the impact of European cultural practices like Christianity in creating hybrid Christian-indigenous or Christian-African forms of ritual and worship via the Mission System.
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.	Taking as a case study the autobiography of Rigoberta Menchu, the female K'iche' Nobel Peace Prize laureate, students can see impact of the politics on an individual life. Coffee production for the global economy, the CIA's 1954 United Fruit military intervention, and Civil War all connect global politics with Menchu's personal perspective as a Guatemalan and a mother.
C. Understanding of themselves and their natural and technological environments.	Studying the Caribbean means learning about the concepts of environmentalism in microcosm because island ecosystems are fragile. In this class we study not only the environmental consequences of plantation sugar cane agriculture, but also coffee production in Nicaragua, Costa Rica and Guatemala and tropical hardwood deforestation in Belize.
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.	This class also traces the evolution of economies based in tourism, and the impact that North American and European visitors have in the commercialization of certain aspects of island culture like music, dance, tropical food and hospitality to the detriment of recognition of poverty and ethnic diversity. As students become potential tourists of this region this knowledge can help them make more informed choices about the political and economic ramifications of consumption.

Social Sciences	
Outcomes:	
As a result of taking General Education Social Science courses, a student should be able to: <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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.*	<p>Articulate an understanding of key events in the history of Central America and the Caribbean and use critical thinking in order to evaluate historical changes and their impact on Central American and Caribbean society.</p> <ul style="list-style-type: none"> •Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in Central America and the Caribbean in order to appreciate and evaluate Central American and Caribbean 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 Central America and the Caribbean with the United States in order to better understand the political relationship between the two regions.
*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**	Through coverage of different forms of government of Central America and the Caribbean from colonial rule to liberal democracy to autocratic dictatorship, students will learn to analyze how each government structure creates various social and economic hierarchies and trace the resulting human reactions to political systems.
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How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?**	By studying the Central American revolutions of the 1970s and 80s, students will gain an understanding of impact of war on impoverished people. Many of these people immigrated to the United States and make up a distinct part of the Latino population of the US. Learning about the individual stories of refugees and immigrants from Central America through film and memoir will enable students to appreciate the diversity within the Latino subgroup rather than lump all Spanish-speakers into the category “Mexican.”
**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Aviation Science	Submitter name, phone, and email	Larry Altree 503-614-7457 laltree@pcc.edu
Course prefix and number	AVS-111	Course title	Helicopter: Pre-solo Flight

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		Lecture	
Lab		Lab	
Lecture/Lab	1 Credit	Lecture/Lab	2 Credits
Total weekly contact hours	24 Contact Hours	Total weekly contact hours	48 Contact Hours
Total credits	1	Total credits	2
Reason for change:	Preparation for first solo flight was requiring more than 24 total hours of training, which is the clock hour limit for one credit of lec/lab.		

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	No possible duplication.
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Aviation Science	Submitter name, phone, and email	Larry Altree 503-614-7457 laltree@pcc.edu
Course prefix and number	AVS-115	Course title	Helicopter: Private Pilot Flight
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		Lecture	
Lab		Lab	
Lecture/Lab	3 Credits	Lecture/Lab	4 Credits
Total weekly contact hours	72	Total weekly contact hours	96
Total credits	3	Total credits	4
Reason for change:	Needed to add flight and ground training hours to reflect what students were actually requiring, but were at the limit for contact hours for three credits.		
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.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Aviation Science	Submitter name, phone, and email	Larry Altree 503-614-7457 laltree@pcc.edu
Course prefix and number	AVS-121	Course title	Airplane: Pre-solo flight

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		Lecture	
Lab		Lab	
Lecture/Lab	1 Credit	Lecture/Lab	2 Credits
Total weekly contact hours	24 Contact Hours	Total weekly contact hours	48 Contact Hours
Total credits	1	Total credits	2
Reason for change:	Preparation for first solo flight was requiring more than 24 total hours of training, which is the clock hour limit for one credit of lec/lab.		

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	No possible duplication.
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Aviation Science	Submitter name, phone, and email	Larry Altree 503-614-7457 laltree@pcc.edu
Course prefix and number	AVS-125	Course title	Airplane: Private Pilot Flight

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		Lecture	
Lab		Lab	
Lecture/Lab	3 Credits	Lecture/Lab	4 Credits
Total weekly contact hours	72	Total weekly contact hours	96
Total credits	3	Total credits	4
Reason for change:	Needed to add flight and ground training hours to reflect what students were actually requiring, but were at the limit for contact hours for three credits.		

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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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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	Aviation Science	Submitter name	Larry Altree
		Phone	503-614-7457
		Email	
Current prefix and number	AVS-215	Proposed prefix and number	AVS-215
Current course title	Helicopter Commercial Flight B	Proposed title (60 characters max)	Helicopter Commercial Flight B
Reason for title change	No title change	Proposed transcript title (30 characters max)	No title change

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
Continues the Commercial Pilot Rotorcraft Helicopter training activities and includes cross-country flight operations and a review of previous items learned during the introduction to Commercial Pilot training. Increase knowledge about efficiently planning and executing cross-country flights as well as off airport operations required for commercial pilots. Does not include training for the instrument rating. The AVS 211,	Continues the Commercial Pilot Rotorcraft Helicopter training activities and includes cross-country flight operations and a review of previous items learned during the introduction to Commercial Pilot training. Increase knowledge about efficiently planning and executing cross-country flights as well as off airport operations required for commercial pilots. Includes training for the instrument rating. The AVS 211, 212, 213, 214 sequence is an equivalent alternative to this course. Flight training fees apply and cover a

213, 214 sequence is an equivalent alternative to this course. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information.	specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information.
Reason for change	The description for AVS-205 was inadvertently inserted into this course during the committee process last time we made a revision, and we didn't catch it. Note: The outcomes were correct and did include the instrument training.

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. Schedule and take a Commercial Helicopter FAA practical test. 2. Obtain a Commercial Helicopter certificate. 3. Schedule and take a Helicopter Instrument practical test. 4. Obtain an Instrument rating. 5. Exercise good judgment and make safe decisions as a Commercial Pilot in both VFR and IFR operations.		1. Schedule and take a Commercial Helicopter FAA practical test. 2. Obtain a Commercial Helicopter certificate. 3. Schedule and take a Helicopter Instrument practical test. 4. Obtain an Instrument rating. 5. Exercise good judgment and make safe decisions as a Commercial Pilot in both VFR and IFR operations.	
Reason for change	No outcome changes.		
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Larry Altree	laltree@pcc.edu	12/1/2010
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	12/1/2010

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Aviation Science	Submitter name, phone, and email	Larry Altree 503-614-7457 laltree@pcc.edu
Course prefix and number	AVS-241	Course title	Airplane: CFII Ground/Flight
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		Lecture	
Lab		Lab	
Lecture/Lab	3 Credit	Lecture/Lab	1 Credits
Total weekly contact hours	72 Contact Hours	Total weekly contact hours	24 Contact Hours
Total credits	3	Total credits	1
Reason for change:	Students were finishing in far less than the former contact hours, and we have found some more efficient ways for the student to prepare.		
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.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	No possible duplication.
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Aviation Science	Submitter name, phone, and email	Larry Altree 503-614-7457 laltree@pcc.edu
Course prefix and number	AVS-242	Course title	Airplane: MEI Ground/Flight

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		Lecture	
Lab		Lab	
Lecture/Lab	2 Credit	Lecture/Lab	1 Credits
Total weekly contact hours	48 Contact Hours	Total weekly contact hours	24 Contact Hours
Total credits	2	Total credits	1
Reason for change:	Students were finishing in far less than the former contact hours, and some of the training can now take place earlier in the program.		

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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input checked="" type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input type="checkbox"/> No	

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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	No possible duplication.
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term

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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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 100	Credits:	1
Course Title: (60 characters max)	Introduction to Zoo Science	Transcript Title (30 characters max)	Introduction to Zoo Science
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 10 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x <input type="checkbox"/>	x <input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
<u>Examines</u> -the history and missions of zoos, their roles in conservation, zoo structure and governance and career opportunities. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		x <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Explain the history and missions of zoos to a variety of audiences</p> <p>Present, to a variety of audiences, career opportunities available through zoos and the specific role animal keepers play within the zoo context.</p> <p>Articulate the critical importance of zoos in conservation efforts through outreach programs and personal interactions.</p>
Course activities and design: (from CCOG)	Includes group discussions and guest speakers.
Outcomes assessment strategies: (from CCOG)	<p>Produce an article describing and explaining the history, missions and roles of zoos in conservation.</p> <p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework and project assignments</p> <p>Complete all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Driving forces relevant to the history, missions and roles of zoos in conservation.</p> <p>The multiple roles of zoo keepers in animal management, education, outreach plus career opportunities</p> <p>Concepts</p> <p>Evolution of zoos from simple menageries to multispecies biogeographical exhibits</p> <p>Major missions of zoos: recreation, education and conservation</p> <p>Specific contributions of zoo keepers to these missions</p> <p>Issues</p> <p>Implications of maintaining captive populations of wild animals</p> <p>Ability of zoos to explain their history, missions and roles of zoo keepers to zoo visitors and through outreach programs</p>

	<p>Skills</p> <p>Critical analysis of papers dealing with the history, mission and roles of zoos in conservation</p> <p>Clear written and oral presentation of information</p>
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Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	This is the introductory course in the new Biology and Management of Zoo Animals program. It orients students to the program and focuses on concepts, issues and skills needed to become a zoo professional. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These

four year institutions will also be contacted.	
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 101	Credits:	4
Course Title:(60 characters max)	Introduction to the Biology and Management of Zoo Animals I	Transcript Title (30 characters max)	Introduction to the Biology and Management of Zoo Animals I
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813.For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x <input type="checkbox"/>	x <input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Examines fundamental concepts of animal management. Includes health and safety, feeding and handling, maintenance of records and permits. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
X <input checked="" type="checkbox"/> Placement into: WR 121 or higher		x <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to			

course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Apply, in a team environment, the fundamental concepts of animal management (including health and safety, feeding and handling of animals and maintenance of records and permits) to promote quality animal management for captive populations.</p> <p>Perform all tasks in alignment with industry-required health and safety principles.</p> <p>Utilize critical thinking, decision making and problem solving skills to successfully maintain captive populations.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Produce a paper describing and explaining a current article on captive population</p> <p>Accurate and complete maintenance of zoo keeper records</p> <p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Complete all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Application of safe and effective practices to all phases of captive animal management</p> <p>Working collaboratively with other animal management professionals</p> <p>Maintaining complete and accurate records</p> <p>Concepts</p> <p>Effective and safe techniques for management of captive animals</p> <p>The critical nature of teamwork</p> <p>Necessity for effective and accurate record keeping</p> <p>Issues</p>

	<p>Maintenance of wild animals in captivity</p> <p>Diversity of animal species and requirements for husbandry.</p> <p>Skills</p> <p>Understand and follow general health and safety precautions as well as those specific to working with animals</p> <p>Operate equipment in a safe manner</p> <p>React to emergency situations by using established emergency action plans</p> <p>Perform work in a sanitary manner in order to prevent the spread of bacteria and other pathogens</p> <p>Handle food in a sanitary fashion and prepare food using established dietary guidelines</p> <p>Learn and apply the concepts of environmental enrichment and behavioral management to successful animal management</p> <p>Work collaboratively with other animal management professionals</p> <p>Understand the principles of zoonotic diseases in order to prevent their spread</p> <p>Use correct techniques to weigh and measure animals</p> <p>Use proper techniques to safely and effectively capture, handle and restrain different species of animals</p> <p>Develop a knowledge of animal feeds and feeding requirements</p> <p>Develop an understanding of the laws pertaining to captive animal management and the types of animal permits</p> <p>Effectively collect data and maintain animal records.</p>
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Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This is the second course in the new Biology and Management of Zoo Animals program focusing on concepts, issues and skills needed to become a zoo professional. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the curriculum office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, State University of New York Oswego and Friends University in Kansas. These four year institutions will also be consulted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of	No

acknowledgments and/or agreements that have been reached	
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 103	Credits:	<u>4</u>
Course Title:(60 characters max)	Conservation Biology	Transcript Title (30 characters max)	Conservation Biology
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: <u>30</u> Lec/lab: Lab: <u>30</u>
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces the vital importance of conservation biology in protecting and maintaining wild and captive populations of species. Departmental approval required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to			

course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Articulate clearly and support actively the concept of wildlife conservation in personal and professional environments.</p> <p>Use the ISIS (International Species Identification System) Animal Record Keeping System to maintain accurate and comprehensive written and electronic records in a work setting.</p> <p>Apply appropriate conservation measures to various captive and natural environments, based on an analysis and understanding of current issues and historical perspectives.</p> <p>Inform and improve professional practice through the analysis of historical records of reintroductions of species to the wild.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Produce a term paper describing, comparing and contrasting methods of conservation biology as practiced in the field and with captive populations.</p> <p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Complete all scheduled examinations</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Threats to wildlife and the efforts to protect them in their native environments and in captive settings.</p> <p>Specific roles of zoos and zoo keepers in sustaining healthy, stable, genetically-viable captive populations for future generations.</p> <p>Concepts</p> <p>Threats to maintaining stable populations in the wild – including habitat destruction, climate change, poaching, bush-meat and pet trades</p> <p>Strategies for dealing with these threats</p> <p>The role of zoos in maintaining stable, self-maintaining breeding populations of animals while ensuring genetic diversity</p>

	Issues
	Ensuring human welfare while maintaining biodiversity
	Maintaining written and electronic records of captive populations their management and husbandry
	Skills
	Critical analytical abilities
	Clear, effective communication orally and in writing
	Maintaining accurate and complete electronic and written records

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic	After program approval and working with the curriculum office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State

institution? Identify	University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, State University of New York Oswego and Friends University in Kansas. These four year institutions will also be consulted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 105	Credits:	4
Course Title:(60 characters max)	Introduction to Comparative Vertebrate Anatomy and Physiology I	Transcript Title (30 characters max)	Intro. Comp. Vert. Anatomy and Physiology I
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: Lec/lab: 80 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Covers comparative vertebrate anatomy and physiology focusing on exotic species commonly seen in zoological parks. Examines histology, integument and related structures including hoofs and horns, skeletal system including articulations, muscular and nervous systems. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Effectively communicate case studies in comparative anatomy and physiology through verbal, written and multimedia means.</p> <p>Critically evaluate published research related to anatomy and physiology of domesticated species in terms of histology, integument, skeletal, muscular and nervous systems, in order to inform and continuously improve professional practice.</p> <p>Interpret animal health data and apply to practice in an animal management setting.</p> <p>Evaluate and treat animal patients in a holistic manner.</p>
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Write all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>A comparative study of the interrelatedness of structure and function of exotic vertebrate animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Homeostasis</p> <p>Scientific method</p> <p>Concepts</p> <p>Correctly apply appropriate terminology to anatomical structures and physiological processes.</p> <p>Integrate the study of tissues and cells to the structure and functions of the organs and systems they comprise.</p> <p>Explain the structure and function of the integumentary system including glands, scales, feathers, fur, claws, nails, hooves, antlers and horns.</p>

Relate the structure and function of the skeletal systems and articulations comparing these components to support and locomotion roles as sites of muscle attachment

Analyze the muscular components, describing their location, structure and means of contraction and relaxation producing movement.

Actively examine the structures of the nervous system beginning with cellular components, nerves, spinal cords and brains plus their means of excitation and conducting impulses. Relate these structures to control systems and their roles in animal behavior.

Issues

Conflicting and limitations of data

Use of animal testing

Differences between science and pseudo-science

Attitudes and practices are evolving

Skills

Microscope skills

Dissecting skills

Visualization skills

Descriptive skills

Interpretation of data

Proper usage and pronunciation of terms

Locating and accessing information

Environmental awareness and proper disposal of hazardous material

Study skills

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Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	Students working with exotic animals in a zoological or other setting must understand the basic structure and function of the different species if they are going to successfully manage these creatures. This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo	
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the curriculum office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, State University of New York Oswego and Friends University in Kansas. These four year	

	institutions will also be consulted.
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.	Veterinary Technology is most closely associated with the Biology and Management of Zoo Animal programs. Their emphasis is primarily on training Veterinary Technicians to work in a variety of animal care settings primarily veterinary hospitals and clinics with domestic species. These Biology and Management of Zoo Animal students will be trained to work in zoos and other facilities housing exotic species. These programs are complimentary and should have no negative impact.
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.	<p>Yes VT 105 Comparative Veterinary Anatomy and Physiology I. The primary difference between the courses will be that the focus of the Veterinary Technology course will be on domesticated species while Biology and Management of Zoo Animals will be on exotic species. Some sharing of resources in terms of models and specimens plus part-time faculty may be possible. The Veterinary Technology program has been consulted and briefed about the content of this new proposed course and program and is extremely supportive.</p> <p>Brad Krohn, DVM, Chair of Veterinary Technology, has been consulted during the development of this course. He attended a luncheon on March 16, 2011 with the other PCC department chairs with some overlapping interests with this program who will also provide part time faculty and expertise.</p>
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	The Biology Faculty at all campuses have been briefed on the Biology and Management of Zoo Animal program plus the proposed course and are highly supportive of its goals and objectives.
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	There will be some sharing of resources between Biology and Biology and Management of Zoo Animals students on the Rock Creek campus. The Biology faculty are supportive of this.
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 106	Credits:	4
Course Title:(60 characters max)	Introduction to Comparative Vertebrate Anatomy and Physiology II	Transcript Title (30 characters max)	Intro. Comp. Vert. Anatomy and Physiology II
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: Lec/lab: 80 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description Introduces comparative vertebrate anatomy and physiology focusing on exotic species commonly seen in zoological parks. Examination of sensory, endocrine, circulation, non-specific and immune responses, respiration, digestion, urinary, fluid, acid-base and electrolyte balance, reproduction and development. Department permission required.

Introduces comparative vertebrate anatomy and physiology focusing on exotic species commonly seen in zoological parks. Examines sensory, endocrine, circulation, non-specific and immune responses, respiration, digestion, urinary, fluid, acid=base and electrolyte balance, reproduction and development. Department permission required.

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Effectively communicate case studies in comparative anatomy and physiology through verbal, written and multimedia means.</p> <p>Critically evaluate published research related to anatomy and physiology of domesticated species in terms of sensory, endocrine, circulation, non-specific and immune responses, respiration, digestion, urinary, fluid, acid=base and electrolyte balance, reproduction and development , in order to inform and continuously improve professional practice.</p> <p>Interpret animal health data and apply to practice in a clinical setting.</p> <p>Evaluate and treat animal patients in a holistic manner.</p>
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects.</p> <p>Complete all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies..</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>A comparative study of the interrelatedness of structure and function of exotic vertebrate animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Homeostasis</p> <p>Scientific method</p> <p>Concepts</p> <p>Correctly apply appropriate terminology to anatomical structures and physiological processes.</p> <p>Integrate the study of tissues and cells to the structure and functions of the</p>

organs and systems they comprise.

Explain the structure and function of the sensory system including general sensation, proprioception and special senses. Relate these structures to the way the animals perceive their environment.

Relate the structure and function of the diverse organs, cells and tissues that provide endocrine control and how these normally maintain homeostasis within the animal. Compare and contrast the control of the nervous and endocrine systems, neurotransmitters to hormones and how these control systems relate to animal behavior.

Analyze the cardiovascular components including blood, vessels and the heart, describing their location, structure and means of exchange at the capillaries and means of transporting material throughout the body.

Define the various cells, tissues organs and secretions that provide both non-specific resistance to disease and immunity and how this protection is achieved.

Actively examine the structures of the respiratory system beginning with cellular components and including various air passages and sites of gas exchange.

Beginning at the oral cavity study the structures involved in the acquisition, physical and chemical breakdown of food, absorption of nutrients and elimination of wastes and excess material. Relate these to the nature of nutrition for the various groups of animals.

Describe the urinary organs including the kidneys, urinary bladder, ureters, urethra as well as cloaca and integumentary contributions.

Examine the critical importance of fluid, electrolyte and acid-base balance to maintaining homeostasis within the animals.

Compare reproductive organs, glands and accessory structures in a variety of vertebrates and describe how these contribute to the success of the animals in providing future generations.

Study the common early developmental patterns in vertebrates and then examine the significant differences between groups.

Issues

Conflicting and limitations of data

Use of animal testing

Differences between science and pseudo-science

	<p>Attitudes and practices are evolving</p> <p>Skills</p> <p>Microscope skills</p> <p>Dissecting skills</p> <p>Visualization skills</p> <p>Descriptive skills</p> <p>Interpretation of data</p> <p>Proper usage and pronunciation of terms</p> <p>Locating and accessing information</p> <p>Environmental awareness and proper disposal of hazardous material</p> <p>Study skills</p>
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Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Students working with exotic animals in a zoological or other setting must understand the basic structure and function of the different species if they are going to successfully manage these creatures. This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
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.	Veterinary Technology is most closely associated with the Biology and Management of Zoo Animal programs. Their emphasis is primarily on training Veterinary Technicians to work in a variety of animal care settings primarily veterinary hospitals and clinics with domestic species. The Biology and Management of Zoo Animal students will be trained to work in zoos and other facilities housing exotic species. These programs are complimentary and should have no negative impact.
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.	<p>Yes VT 106 Comparative Veterinary Anatomy and Physiology II. The primary difference between the courses will be that the focus of the Veterinary Technology course will be on domesticated species while Biology and Management of Zoo Animals will be on exotic species. Some sharing of resources in terms of models and specimens plus part-time faculty may be possible. The Veterinary Technology program has been consulted and briefed about the content of this new proposed course and program and is extremely supportive.</p> <p>Brad Krohn, DVM, Chair of Veterinary Technology, has been consulted during the development of this course. He attended a luncheon on March 16, 2011 with the other PCC department chairs with some overlapping interests with this program who will also provide part time faculty and expertise.</p>
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	The Biology Faculty at all campuses have been briefed on the Biology and Management of Zoo Animal program plus the proposed course and are highly supportive of its goals and objectives.
Is there any potential impact on another department of campus?	
If yes, explain and/or	There will be some sharing of resources between Biology and Biology and

describe the nature of acknowledgments and/or agreements that have been reached	Management of Zoo Animals students on the Rock Creek campus. The Biology faculty are supportive of this.
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	4/4/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	4/4/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 107	Credits:	4
Course Title:(60 characters max)	Basic Horticulture for Zoo Keepers	Transcript Title (30 characters max)	Basic Horticulture for Zoo Keepers
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Covers analysis of plant structure and function and environmental conditions necessary for proper growth and propagation, focusing on plants appropriate for animal enclosures and feed. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input checked="" type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	Special emphasis on plants suitable for zoo enclosures.
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Design, manage (care and culture), and identify plants in a zoo enclosure setting using basic horticulture techniques.</p> <p>Explain plant anatomy, physiology and ecology using proper terminology.</p> <p>Use an understanding of the classification and evolutionary relationship among major plant groups, in order to identify appropriate plant species to be used as supplemental food sources (and which are potential threats) for captive populations.</p>
Course activities and design: (from CCOG)	It will include participation in a horticultural project at the Oregon Zoo working with the professional staff.
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework and project assignments</p> <p>Write all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>The interrelatedness of structure and function of plants</p> <p>Environmental factors impacting plant growth and propagation</p> <p>Scientific method</p> <p>Concepts</p> <p>Correctly apply appropriate terminology to anatomical structures and physiological processes in plants including roots, stems, leaves and reproductive structures.</p> <p>Integrate the study of tissues and cells to the structure and functions of the plant organs and systems they comprise.</p> <p>Classification schemes to demonstrate the interrelatedness of plant species</p> <p>Environmental factors impacting plant growth and development including light, water, temperature and nutrients</p>

	<p>Photosynthesis</p> <p>Plant growth and development including seeds and germination, plant growth factors, flowering and dormancy and hardening</p> <p>Determining which plant species that might provide supplemental food “Browse” for zoo animals and which are harmful.</p> <p>Integrated pest control</p> <p>Issues</p> <p>Conflicting and limitations of data</p> <p>Differences between science and pseudo-science</p> <p>Attitudes and practices are evolving</p> <p>Organic v. synthetic nutrients</p> <p>Pest control</p> <p>Determining which plant species might be appropriate for zoo enclosures</p> <p>Skills</p> <p>Horticultural techniques</p> <p>Collecting plants</p>
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Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	In most zoos, the general rule of thumb is that plants outside exhibits are maintained by the professional horticulture staff while those inside the exhibits are maintained by the zoo keepers. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the curriculum office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, State University of New York Oswego and Friends University in Kansas. These four year institutions will also be consulted.
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 Landscape Technology has willingly agreed to provide an instructor for this course and fully supports its implementation. In addition some sharing of resources between the programs will be possible.
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.	<p>Yes. Landscape Technology offers a similar course LAT 106 Basic Horticulture. In this course the primary emphasis will be placed on plants likely to be encountered within exhibits at zoological parks as well as similar facilities for which keepers will have primary responsibility. It will also include basic characteristics of plants which are safe to be harvested as supplemental food sources "browse" and those which are noxious to the animals. It will also include some practical experience working with the professional horticultural staff of the Oregon Zoo.</p> <p>Elizabeth Brewster, Chair of Landscape Technology, has been consulted since the initial development of this program and course and has agreed to provide an instructor for this course. She attended a luncheon on March 16, 2011, with the other PCC department chairs with some overlapping interests with this program who will also provide part-time faculty and expertise.</p>
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	The Biology Faculty at all campuses have been briefed on the Biology and Management of Zoo Animal program plus the proposed course and are highly supportive of its goals and objectives.

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 There will be some sharing of resources between Biology and Biology and Management of Zoo Animals students on the Rock Creek campus. The Biology faculty are supportive of this.
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 110	Credits:	4
Course Title:(60 characters max)	Animal Nutrition	Transcript Title (30 characters max)	Animal Nutrition
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x <input type="checkbox"/>	x <input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces various types of nutrients, the basic principles of nutrition as applied to exotic animals, various feeding practices and their economic importance, and important nutritionally caused diseases. Covers care and handling of orphaned animals, geriatric animals and special prescription diets. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

☒ Placement into: WR 121 or higher

☒ Placement into: MTH 95 or higher

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	Using scientific nutritional literature based upon the species, age, sex and health of an animal, design a diet that provides all essential and desirable nutrients to ensure longevity, desirable weight, and well-being in captivity.
Course activities and design: (from CCOG)	Students will work with professionals at the Oregon Zoo to provide an optimal diet for selected species of captive exotic animals.
Outcomes assessment strategies: (from CCOG)	State the major characteristics, functions and sources of nutrients Apply nutritional standards to the preparation of animal diets Apply concepts and knowledge of nutrition to successful animal management. Describe the nutritional basis of health and disease. Identify how the nutritional needs of animals vary over their life cycles and design diets especially for neonates through gerontology. Complete homework assignments and projects Complete all scheduled examinations and quizzes
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Themes The nature of nutrients and their critical role in the maintenance and well being of exotic species in captivity. Concepts Develop competence in nutrient classification, function, analysis, signs of deficiency and signs of toxicity. Discuss proximate analysis, systems of energy measurement and the concept of ration formulation.

	<p>Demonstrate an awareness of feedstuffs used in animal nutrition.</p> <p>Develop diets for specific groups of exotic animals based upon their nutritional requirements throughout the various stages of their life cycle from neo-nate to gerontology in both health and disease states.</p> <p>Issues</p> <p>Conflicting and limitations of data</p> <p>Use of animal testing</p> <p>Differences between science and pseudo-science</p> <p>Attitudes and practices are evolving</p> <p>Seasonal availability of food stuffs</p> <p>Commercially prepared diets v. locally prepared.</p> <p>Different nutritional requirements dependent upon age and health status.</p> <p>Skills</p> <p>Interpretation of data</p> <p>Proper usage and pronunciation of terms</p> <p>Locating and accessing information and feed stuffs</p> <p>Ration formulation</p> <p>Weight management</p>
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Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	The proper management of exotic animals requires that they provided with an adequate diet to promote their health and well being throughout their life span This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
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.	Veterinary Technology is most closely associated with the Biology and Management of Zoo Animal programs. Their emphasis is primarily on training Veterinary Technicians to work in a variety of animal care settings primarily veterinary hospitals and clinics with domestic species. These Biology and Management of Zoo Animal students will be trained to work in zoos and other facilities housing exotic species. These programs are complimentary and should have no negative impact.
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.	<p>Yes VT 210 Animal Nutrition. The primary difference between the courses will be that the focus of the Veterinary Technology course will be on domesticated species while Biology and Management of Zoo Animals will be on exotic species. This BMZA course also includes a lab and some practical experience at the Oregon Zoo. Some sharing of resources in terms of models and specimens plus part-time faculty may be possible. The Veterinary Technology program has been consulted and briefed about the content of this new proposed course and program and is extremely supportive.</p> <p>Brad Krohn, DVM, Chair of Veterinary Technology, has been consulted during the development of this course. He attended a luncheon on March 16,</p>

	2011 with the other PCC department chairs with some overlapping interests with this program who will also provide part time faculty and expertise.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 150	Credits:	4
Course Title:(60 characters max)	Captive Population Management	Transcript Title (30 characters max)	Captive Population Management
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Introduces basic principles of animal management. Includes collection planning, reproduction, genetic considerations, contraception, shipments, transfers, introductions, record keeping, Species Survival Plans, and other taxon based advisory groups. Department permission required

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input checked="" type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Manage captive populations of a variety of species through the appropriate application of basic animal management principles – including those related to: collection planning, introductions, contraception and reproduction, genetics, shipments, and transfers.</p> <p>Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive populations.</p>
Course activities and design: (from CCOG)	
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects.</p> <p>Complete all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies in animal management..</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <ul style="list-style-type: none"> Scientific based animal management. Successfully managing sustained captive populations <p>Concepts</p> <ul style="list-style-type: none"> Application of genetics to animal reproduction to maintain genetically diverse captive populations The use of contraception to prevent births where no facilities exist to house the animals. Role of Species Survival Plans and taxon based advisory groups in maintaining genetically diverse stock. Shipments and transfer of animals between institutions Safe introductions of new animals to already populated existing exhibits Critical nature of animal record keeping.

	<p>Issues</p> <p>Educating the public about the importance of maintaining genetically diverse captive populations of animals.</p> <p>Dealing with the lack of baby animals for public viewing when contraception is called for.</p> <p>Transfer of animals to other institutions that are popular with zoo visitors</p> <p>Dealing with individuals who fail to recognize the vital role of zoos in maintaining exotic species</p> <p>Skills</p> <p>Critical analysis of papers and case studies dealing with the successful management of sustained captive populations</p> <p>Clear written and oral presentation of information</p>

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Students working with exotic animals in a zoological or other setting must understand the critical nature of animal management including application of modern scientific techniques to maintain genetically diverse populations of animals. They must know how to locate the information and follow the recommendations of the Species Survival Plans and taxon based advisory groups. They must be familiar with the procedure for transferring and shipping animals between institutions as well as introduction of new animals to already populated exhibits. This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:

Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or	No

describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 201	Credits:	3
Course Title:(60 characters max)	Captive Population Management II – Amphibians and Reptiles	Transcript Title (30 characters max)	Captv Pop Mgmt II Amphibept
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Examines the amphibian and reptile group with special emphasis on those species commonly kept in captivity. Includes basic principles of animal management, collection planning, reproduction, genetic considerations, contraception, shipments, transfers, introductions, record keeping, Species Survival Plans, and other taxon based advisory groups to these species. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input checked="" type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Manage captive populations of <i>amphibians and reptiles</i> through the appropriate application of basic animal management principles – including those related to: collection planning, animal introductions, contraception and reproduction, genetics, shipments, and transfers.</p> <p>Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive amphibian and reptile populations.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Demonstrates familiarity with the reptile and amphibian taxa with special emphasis on those species maintained in captivity</p> <p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects.</p> <p>Complete all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies in animal management..</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Diversity in structure, function and behavior of reptiles and amphibians with special emphasis on those species kept in captivity</p> <p>Scientific based animal management.</p> <p>Successfully managing sustained captive populations</p> <p>Concepts</p> <p>Application of genetics to animal reproduction to maintain genetically diverse captive populations</p> <p>The use of contraception to prevent births where no facilities exist to house the animals.</p> <p>Role of Species Survival Plans and taxon based advisory groups in</p>

	<p>maintaining genetically diverse stock.</p> <p>Shipments and transfer of animals between institutions</p> <p>Safe introductions of new animals to already populated existing exhibits</p> <p>Critical nature of animal record keeping.</p> <p>Issues</p> <p>Educating the public about the importance of maintaining genetically diverse captive populations of animals.</p> <p>Dealing with the lack of baby animals for public viewing when contraception is called for.</p> <p>Transfer of animals to other institutions that are popular with zoo visitors</p> <p>Dealing with individuals who fail to recognize the vital role of zoos in maintaining exotic species</p> <p>Skills</p> <p>Critical analysis of papers and case studies dealing with the successful management of sustained captive populations</p> <p>Clear written and oral presentation of information</p>
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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.	<p>Students working with exotic animals in a zoological or other setting must understand the critical nature of animal management including application of modern scientific techniques to maintain genetically diverse populations of animals. They must know how to locate the information and follow the recommendations of the Species Survival Plans and taxon based advisory groups. They must be familiar with the procedure for transferring and shipping animals between institutions as well as introduction of new animals to already populated exhibits. This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.</p>
Will this new course be part of an existing, currently approved PCC certificate	<input type="checkbox"/> Yes

and/or degree?		X <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
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	No

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:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/201103/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 202	Credits:	4
Course Title:(60 characters max)	Captive Population Management III – Birds	Transcript Title (30 characters max)	Captive Pop Mgmt III Birds
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Examines the avian group with special emphasis on those species commonly kept in captivity. Applies the basic principles of animal management including collection planning, reproduction, genetic considerations, contraception, shipments, transfers, introductions, record keeping and Species Survival Plans plus other taxon based advisory groups to these species. Department permission required

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

XX☐ Placement into: WR 121 or higher

X☐ Placement into: MTH 95 or higher

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Manage captive populations of <i>birds</i> through the appropriate application of basic animal management principles – including those related to: collection planning, animal introductions, contraception and reproduction, genetics, shipments, and transfers.</p> <p>Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive bird populations.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Demonstrates familiarity with the avian taxa with special emphasis on those species maintained in captivity</p> <p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects.</p> <p>Complete all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies in animal management.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Diversity in structure, function and behavior of birds with special emphasis on those species kept in captivity</p> <p>Scientific based animal management.</p> <p>Successfully managing sustained captive populations</p> <p>Concepts</p> <p>Application of genetics to animal reproduction to maintain genetically diverse captive populations</p> <p>The use of contraception to prevent births where no facilities exist to house the animals.</p> <p>Role of Species Survival Plans and taxon based advisory groups in maintaining genetically diverse stock.</p>

	<p>Shipments and transfer of animals between institutions</p> <p>Safe introductions of new animals to already populated existing exhibits</p> <p>Critical nature of animal record keeping.</p> <p>Issues</p> <p>Educating the public about the importance of maintaining genetically diverse captive populations of animals.</p> <p>Dealing with the lack of baby animals for public viewing when contraception is called for.</p> <p>Transfer of animals to other institutions that are popular with zoo visitors</p> <p>Dealing with individuals who fail to recognize the vital role of zoos in maintaining exotic species</p> <p>Skills</p> <p>Critical analysis of papers and case studies dealing with the successful management of sustained captive populations</p> <p>Clear written and oral presentation of information</p>
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Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	Students working with exotic animals in a zoological or other setting must understand the critical nature of animal management including application of modern scientific techniques to maintain genetically diverse populations of animals. They must know how to locate the information and follow the recommendations of the Species Survival Plans and taxon based advisory groups. They must be familiar with the procedure for transferring and shipping animals between institutions as well as introduction of new animals to already populated exhibits. This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 203	Credits:	4
Course Title:(60 characters max)	Captive Population Management IV – Mammals	Transcript Title (30 characters max)	Captive Pop Mgmt IV Mammals
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Examines the mammal group with special emphasis on those species commonly kept in captivity. Applies the basic principles of animal management including collection planning, reproduction, genetic considerations, contraception, shipments, transfers, introductions, record keeping and Species Survival Plans plus other taxon based advisory groups to these species. Department permission required

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input checked="" type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Manage captive populations of mammals through the appropriate application of basic animal management principles – including those related to: collection planning, introductions, contraception and reproduction, genetics, shipments, and transfers.</p> <p>Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive mammal populations.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Demonstrates familiarity with the avian taxa with special emphasis on those species maintained in captivity</p> <p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects.</p> <p>Complete all scheduled lecture and laboratory practical examinations, weekly quizzes and case studies in animal management..</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Diversity in structure, function and behavior of mammals with special emphasis on those species kept in captivity</p> <p>Scientific based animal management.</p> <p>Successfully managing sustained captive populations</p> <p>Concepts</p> <p>Application of genetics to animal reproduction to maintain genetically diverse captive populations</p> <p>The use of contraception to prevent births where no facilities exist to house the animals.</p> <p>Role of Species Survival Plans and taxon based advisory groups in maintaining genetically diverse stock.</p>

	<p>Shipments and transfer of animals between institutions</p> <p>Safe introductions of new animals to already populated existing exhibits</p> <p>Critical nature of animal record keeping.</p> <p>Issues</p> <p>Educating the public about the importance of maintaining genetically diverse captive populations of animals.</p> <p>Dealing with the lack of baby animals for public viewing when contraception is called for.</p> <p>Transfer of animals to other institutions that are popular with zoo visitors</p> <p>Dealing with individuals who fail to recognize the vital role of zoos in maintaining exotic species</p> <p>Skills</p> <p>Critical analysis of papers and case studies dealing with the successful management of sustained captive populations</p> <p>Clear written and oral presentation of information</p>
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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.	<p>Students working with exotic animals in a zoological or other setting must understand the critical nature of animal management including application of modern scientific techniques to maintain genetically diverse populations of animals. They must know how to locate the information and follow the recommendations of the Species Survival Plans and taxon based advisory groups. They must be familiar with the procedure for transferring and shipping animals between institutions as well as introduction of new animals to already populated exhibits. This course as are others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center to train professionals as zoo keepers.</p>
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 220	Credits:	4
Course Title:(60 characters max)	Veterinary Procedures and Treatments for Zoo Keepers	Transcript Title (30 characters max)	Vet Proc Treatmnt Zoo Keepers
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Examines the critical importance of observation plus veterinary treatment techniques for zoo animals. Includes restraint, immobilization, and transport, administration of medication, venipuncture, and physical therapy plus care of geriatric and neonate animals. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

Addendum to course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Observe captive animals with an emphasis on determining their physical well being.</p> <p>Safely handle, restrain and transport animals under the direction of zoo veterinary or curator staff.</p> <p>Effectively administer medications, venipuncture and conduct routine physical examinations and procedures to maintain the health of the animals.</p> <p>Safely and effectively work with captive animals at each stage of life from neonate to gerontology.</p> <p>Administer contraception to animals in captivity.</p>
Course activities and design: (from CCOG)	Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Complete all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Under the direction of the zoo veterinary staff make careful observations of animal health and well being and apply appropriate veterinary techniques when appropriate.</p> <p>Concepts</p> <p>Recognize differences in appearance, behavior or appetite which might indicate a deviation from a wellness state.</p> <p>Familiarity with safe techniques to handle, restrain and transport animals when required.</p> <p>Competence with Veterinary procedures including administration of medication, venipuncture, and routine physical examinations and treatments to maintain a healthy population.</p>

	<p>Differences in the structure, function and behavior of the animals at various stages in their life cycle from neonate to geriatric status.</p> <p>Issues</p> <p>Captive animals notoriously attempt to not demonstrate any physical weakness which in nature might reduce the chances of survival.</p> <p>Maintaining healthy captive populations through preventive measures whenever possible.</p> <p>Treat potentially dangerous exotic animals in a safe environment for both the keeper and the animal.</p> <p>Skills</p> <p>Keen observational abilities plus ability to document possible abnormalities.</p> <p>Safely handle, restrain and transport exotic species</p> <p>Under the direction of the veterinary staff perform routine physical procedures, administer medication, conduct physical therapy and conduct venipuncture.</p>
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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.	Zoo keepers need to be keen observers of the animals to detect any physical or behavioral changes that might indicate a deviation from wellness. Under the directions of the veterinary staff, keepers must effectively administer veterinary techniques and procedures to assure the well-being of the animals. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes
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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/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
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.	<p>The Veterinary Technology department offers an extensive two year program to train students to perform all of these tasks at a much higher level but is directed primarily at domestic animals. This program focuses on exotic animals in which the keepers will be following the directions of the veterinary staff.</p> <p>Brad Krohn, DVM, Chair of Veterinary Technology, has been consulted during the development of this course. He attended a luncheon on March 16, 2011 with the other PCC department chairs with some overlapping interests with this program who will also provide part time faculty and expertise.</p>
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 231	Credits:	4
Course Title:(60 characters max)	Introduction to Animal Behavior	Transcript Title (30 characters max)	Intro to Animal Behavior
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces the concepts of animal behavior with particular emphasis on species exhibited within zoos. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to			

course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Apply the fundamental concepts of animal behavior to successful animal management.</p> <p>Recognize different animal behavior patterns and apply appropriate capture, handling, restraint and transport techniques.</p> <p>Accurately record observed animal behaviors for the purpose of data collection.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Complete all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <ul style="list-style-type: none"> History and research in animal behavior Neural and endocrine control of behavior Measuring behavior Behavior patterns exhibited between members of the same species (conspecifics) and those demonstrated between species <p>Concepts</p> <ul style="list-style-type: none"> Methods for recording behavior Social and reproductive behaviors and interactions exhibited in captivity Biorhythms Communication Survival behaviors

	<p>Issues</p> <p>Natural and atypical behaviors exhibited in zoo animals.</p> <p>Indicators of well being</p> <p>Aggressive behaviors directed at other animals and keepers</p> <p>Explaining behaviors to zoo visitors</p> <p>Skills</p> <p>Careful observation</p> <p>Accurate recording of data</p> <p>Interpretation and application of scientific literature</p>
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Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	This is an introductory course in Animal Behavior for students in the Biology and Management of Zoo Animals program. It provides them with the basic knowledge and skills necessary to observe and record behaviors of captive animals which is essential to ensure the well-being of the animals and for successful animal management. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
If no is selected continue to part three.	

If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo and Oregon National Primate Research Center
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.

Impact on other Programs and Departments

Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No

Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
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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
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Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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Allow 3-4 months to complete the new course approval process before the course can be scheduled.

Section # 4 Department Review

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

SAC Chair	Email	Date
Dean Kruse	dkruse@pcc.edu	03/31/2011

SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 232	Credits:	4
Course Title:(60 characters max)	Zoo Animal Behavior Management	Transcript Title (30 characters max)	Zoo Animal Behavior Management
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Covers basic skills of zoo animal behavior management. Includes the use of environmental enrichment and other techniques to encourage natural behaviors, enhancing the physical and psychological well-being of the animals. Includes operant conditioning and training techniques to safely perform routine physical examinations and minor veterinary procedures. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121 or higher		<input checked="" type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number: BMZA 231		<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
		<input type="checkbox"/> pre/co	

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Use environment enrichment and other related techniques to maximize the opportunities for animals to engage in natural behavior within the zoo setting.</p> <p>Use training and operant conditioning techniques to safely perform routine physical examinations and minor veterinary procedures.</p> <p>Develop training plans and accurate record keeping for animal behavior.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Complete all scheduled examinations and quizzes</p> <p>Demonstrate competence in locating and applying scientific papers on behavioral management.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>History and research in applied animal behavior</p> <p>Provide opportunities for animals to demonstrate natural behaviors and enhance their physical and psychological well-being.</p> <p>Development of behavior training plans</p> <p>Apply knowledge so animals will allow routine physical examinations and minor veterinary procedures.</p> <p>Concepts</p> <p>Methods for developing a training plan and implementing managed animal behavior</p> <p>Normal and abnormal social, reproductive and interactive behaviors exhibited in captivity</p> <p>Issues</p>

	<p>Natural and atypical behaviors exhibited in zoo animals.</p> <p>Indicators of well being</p> <p>Aggressive behaviors directed at other animals and keepers</p> <p>Explaining behaviors to zoo visitors</p> <p>Skills</p> <p>Development of training plan</p> <p>Use of operant and other conditioning techniques to manage animal behavior</p> <p>Development of environmental enrichment strategies</p> <p>Careful observation and accurate recording of data</p> <p>Interpretation and application of scientific literature to behavior management</p>
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Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This is an applied course in Animal Behavior for students in the Biology and Management of Zoo Animals program. It provides them with the knowledge and ability to assess the scientific behavioral literature, accurately and record normal and abnormal behavior patterns, develop training plans and apply behavior management to improve the well being of the animals. It includes behavioral enrichment plus operant and other training techniques to allow for routine physical examinations and simple veterinary procedures. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s),	Required	

i.e. requirement or elective:		
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo and Oregon National Primate Research Center
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 240	Credits:	4
Course Title:(60 characters max)	Water Quality Management	Transcript Title (30 characters max)	Water Quality Management
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab: 30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Introduces the fundamental principles and application of water management techniques to water systems typically used in zoos. Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to			

course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Safely and effectively operate, maintain, and troubleshoot the Life Support Systems (LSS) that provides biological, chemical, and/or mechanical filtration in a zoo setting.</p> <p>Implement a comprehensive water quality monitoring system that addresses the specific needs of the various types of water to assure optimal zoo animal welfare.</p> <p>Maintain water quality in accordance with all governmental and accrediting body recommendations to assure well-being of the animals in a zoo setting.</p>
Course activities and design: (from CCOG)	<p>Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Complete all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Types of water features found in zoological gardens</p> <p>Types of filtration – biological, chemical and mechanical</p> <p>Safe operation, maintenance and trouble shooting of Life Support System equipment vital to maintaining animal welfare.</p> <p>Concepts</p> <p>Types of water – freshwater, salt water, brackish water, domestic water, wastewater</p> <p>Major types of water systems, closed, semi-open, open, primary habitat, secondary habitat, water features</p> <p>Primary modes of filtration – biological, chemical and mechanical</p> <p>Safe and effective operation, maintenance and troubleshooting of Life Support Systems that provides one of more types of filtration and or disinfection</p> <p>Governmental and accrediting body recommendations for water quality</p>

	<p>Issues</p> <p>Applicable regulations and guidelines to maintain water parameters necessary to maintain and sustain captive animal populations</p> <p>Environmental awareness</p> <p>Skills</p> <p>Safely and effectively operate, maintain and trouble shoot Life Support Systems to maintain water quality</p> <p>Implementation of a comprehensive water quality program that addresses the specific needs of various types of animals.</p> <p>Application of scientific research to water quality management.</p>

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.	Many captive animals require an aquatic environment as either primary or secondary habitat as well as the use of water features within the enclosures. This course will provide the basic knowledge and skills necessary to develop and implement a comprehensive water quality monitoring program as well as safely operate, maintain and trouble shoot Aquatic Life Support Systems. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s),	Required	

i.e. requirement or elective:		
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 260	Credits:	4
Course Title:(60 characters max)	Exhibit Design	Transcript Title (30 characters max)	Exhibit Design
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 3 Lec/lab: Lab:3
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Explores the design process to ensure that the physical and psychological well being of captive animals is considered as well as safety and aesthetic issues. Departmental approval required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to			

course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Participate as an active team member in the design process for zoo exhibits.</p> <p>When designing zoo exhibits, consider all of the following:</p> <ul style="list-style-type: none"> • water features; • plantings; • the anatomical, behavioral, social, environmental enrichment, feeding, and loco motor styles of the animals; • needs of zoo staff (e.g. keepers, veterinarians etc.) including husbandry, sanitation, capture, restraint, introductions, observations, sight lines and separation; • public viewing, messaging <p>When designing zoo exhibits, comply with all USDA and other governmental and accrediting body regulations and recommendations.</p>
Course activities and design: (from CCOG)	<p>Three hours of lecture and three hours of laboratory per week. Includes guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center</p>
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Write all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>The nature of the design process and working with group dynamics to ensure the design of an exhibit that will enhance the well being of the animals while including considerations of the keepers, veterinary and education staff plus zoo visitors.</p> <p>Concepts</p> <p>Zoo design process</p> <p>Animal considerations – anatomical, behavioral, social, environmental enrichment, feeding, locomotion, multi-species exhibits</p> <p>Keeper considerations – barrier construction, off exhibit holding, sleeping, maternal and juvenile areas. Husbandry, sanitation, capture, restraint,</p>

	<p>introductions, observations, access, sight lines, separations.</p> <p>Veterinary considerations including sample collections and treatment areas</p> <p>Public viewing and educational consideration including safety, viewing, messaging and interpretative considerations</p> <p>Materials, substrates, water features, plants, play structures.</p> <p>Issues</p> <p>Successfully balancing the needs of the animals, keepers, veterinary staff, and the public</p> <p>Working within limited physical locations and with budget considerations</p> <p>Skills</p> <p>Working effectively as a team member and advocate for the animals in the design process</p> <p>Demonstrate and apply the design process to the zoo setting including knowledge of the animals to assure their well building, building materials, and blending the considerations of the keepers, veterinary staff, educators and public</p>
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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.	Within the design process the input of zoo keepers is essential for animal welfare as well as safety and husbandry considerations. Knowledge of materials, substrate, water features and planting are critical. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course	Required	

fits into the above program(s), i.e. requirement or elective:		
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
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If **no** is selected continue to part three.

If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012

Allow 3-4 months to complete the new course approval process before the course can be scheduled.

Section # 4 Department Review

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

SAC Chair	Email	Date
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 265	Credits:	4
Course Title:(60 characters max)	Exhibit Construction, Maintenance and Repair	Transcript Title (30 characters max)	Exhibit Const, Maint Repair
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 30 Lec/lab: Lab:30
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Introduces the basic concepts of exhibit construction, maintenance and repair focusing on construction math, tools and safety, construction materials, mechanical, electrical and plumbing services, concrete and related hardscapes and blue print reading. . Department permission required

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

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

XX☐ Placement into: WR 121 or higher

X☐ Placement into: MTH 95 or higher

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Apply appropriate math concepts to successfully complete zoo exhibit construction projects.</p> <p>Use a variety of construction tools in a safe and effective manner.</p> <p>Use appropriate construction materials in exhibit construction projects.</p> <p>Construct and repair basic mechanical, electrical and plumbing fixtures.</p>
Course activities and design: (from CCOG)	Guest lectures, group discussions and field trips to the Oregon Zoo and Oregon National Primate Research Center
Outcomes assessment strategies: (from CCOG)	<p>Participate in and contribute to all class and team discussions and activities.</p> <p>Complete homework assignments and projects</p> <p>Write all scheduled examinations and quizzes</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Safe use of construction tools, construction materials and basic maintenance and repair functions.</p> <p>Mechanical, electrical and plumbing services</p> <p>Basic wood construction, concrete and hard scaping</p> <p>Applied construction mathematics</p> <p>Blue print reading</p> <p>Concepts</p> <p>Applied construction mathematics</p> <p>Safe and effective use of construction tools</p> <p>Materials commonly used in exhibit construction, maintenance and repair.</p>

	<p>The design, construction and repair of mechanical, electrical and plumbing services.</p> <p>Blue print reading.</p> <p>Issues</p> <p>Some zoos lack a professional maintenance staff so zoo keepers are required to perform routine exhibit construction, maintenance and repair.</p> <p>Even in zoos with professional maintenance staff ,it will be useful for keepers to know the basics of construction methods and materials as they work constructively and cooperatively with their colleagues.</p> <p>After the design process has produced blue print drawings for new or improved exhibits, keepers need to have a working knowledge of blue print reading to effectively interpret these documents.</p> <p>Skills</p> <p>Safely use construction tools and materials</p> <p>Blue print reading</p> <p>Verbal and written communication</p> <p>Critical thinking</p> <p>Team work</p>

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.	<p>Not all zoos have professional maintenance personnel so keepers are expected to provide routine maintenance and repair functions. Even in larger zoos with professional operational staff this knowledge will aid keepers in knowledgably and constructively working with their colleagues This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center</p>
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program to train professionals as zoo keepers.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	<p>After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.</p>
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. Building Construction Technology has willingly agreed to provide an instructor for this course and fully supports its implementation. In addition some sharing of resources between the programs will be possible.
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.	<p>A qualified yes. Building Construction Technology offers some similar material within several courses within the BCT program but their program is targeted to professionals within their industry. In this course the primary emphasis will be placed on construction maintenance and repair likely to be encountered within exhibits at zoological parks as well as similar facilities for which keepers will have primary responsibility.</p> <p>Shannon Baird, Co-Chair of Building Construction Technology, has been consulted since the initial development of this program and this particular course and has agreed to provide an instructor for this course. He attended a luncheon on March 16, 2011, with the other PCC department chairs with</p>

	some overlapping interests with this program who will also provide part-time faculty and expertise.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 270	Credits:	1
Course Title:(60 characters max)	Biology and Management of Zoo Animals Seminar	Transcript Title (30 characters max)	BMZA Seminar
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: Lecture: 10 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Explores a variety of current concepts and issues in the Biology and Management of Zoo Animals Department permission required			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to			

course description:	
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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)	Accurately and concisely articulate, orally and in writing, current topics and issues related to the biology and management of zoo animals.
Course activities and design: (from CCOG)	Seminar and group discussion
Outcomes assessment strategies: (from CCOG)	Participate in and contribute to all class and team discussions and activities. Complete homework assignments and projects
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes Current topics and issues related to the Biology and Management of Zoo Animals</p> <p>Concepts Will vary term by term</p> <p>Issues Will vary term by term</p> <p>Skills Critical thinking Analysis of data Application of research to actual animal management situations. Organizational skills</p>

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.	An opportunity for students to focus on current theory and practices related to the Biology and Management of Zoo Animals. This course as are all others in the BMZA program have been developed by the

	Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		X <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
<p>If no is selected continue to part three.</p> <p>If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.</p>	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X <input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) X <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap,	

course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval X <input type="checkbox"/> Specific term AFTER next available: Fall 2012
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
Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

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:	Biology and Management of Zoo Animals	Submitter name phone and email	Dean Kruse (971) 722-7455 dkruse@pcc.edu
Prefix and Course Number:	BMZA 271	Credits:	4
Course Title:(60 characters max)	Biology and Management of Zoo Animals Internship	Transcript Title (30 characters max)	BMZA Internship
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 5	Contact hours: Lecture: Lec/lab: Lab: 144
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)			
Focuses on practical application of animal management at the Oregon Zoo or Oregon National Primate Research Center or other approved site. Supervision by professionals on site and by program instructor(s). May be taken up to six times for credit. Department permission required.			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
XX <input type="checkbox"/> Placement into: WR 121 or higher		X <input type="checkbox"/> Placement into: MTH 95 or higher	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to course description:	This course will be repeated for a total of six internships throughout the program with the student assigned to different areas at the Oregon Zoo, Oregon National Primate Research Center or other approved site for each internship		

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)	Continuous improvement of personal and professional competence through the real-life application of knowledge, techniques, procedures and skills used in the management of zoo animals.
Course activities and design: (from CCOG)	An internship experience for the student working under the supervision of both the on-site zoo professional and the Biology and Management of Zoo Animals faculty.
Outcomes assessment strategies: (from CCOG)	Identify learning objectives and related activities at the beginning of the placement, in collaboration with the on-site supervisor and Biology and Management of Zoo Animals faculty Consistently work the agreed upon hours and engage in the identified activities. Participate in an end-of-term evaluation process
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>Themes</p> <p>Working in a team environment to apply the concepts and skills learned through the Biology and Management of Zoo Animals program in an internship setting</p> <p>Concepts</p> <p>Identify areas for skill development</p> <p>Identify areas for improvement of career relevant attitudes and practices</p> <p>Enhance competence in identified areas</p> <p>Broaden or deepen knowledge of the career field</p> <p>Professional attitude and behavior</p> <p>Personal growth</p> <p>Issues</p> <p>Reflect on learning process.</p> <p>Reflect on personal strengths and challenges with respect the this</p>

	workplace Organizational structure of the work site Skills Organize information Problem-solve Make decisions

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This internship will provide an opportunity for students to work along with a zoo professional applying the skills and knowledge that they have acquired in a practical setting and further their professional development. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zoo keepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Biology and Management of Zoo Animals	# credit:108
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If **no** is selected continue to part three.

If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input checked="" type="checkbox"/> other (explain) Oregon Zoo
Transferability: Will this course transfer to another academic institution? Identify	After program approval and working with the Curriculum Office we will attempt to identify other academic institutions for articulation agreements. We have made preliminary contact with Oregon State University and Portland State University both of whom have expressed interest. Also some existing colleges with two year programs in Zoo Animal Management have articulation agreements with the University of West Florida, the State University of New York Oswego and Friends University in Kansas. These four year institutions will also be contacted.

Impact on other Programs and Departments

Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No

Is there any potential impact on another department of campus?

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available: Fall 2012

Allow 3-4 months to complete the new course approval process before the course can be scheduled.

Section # 4 Department Review

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

SAC Chair	Email	Date
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Dean Kruse	dkruse@pcc.edu	03/31/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	03/31/2011

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Honors	Submitter name Phone Email	Melody Wilson (971) 722-5009 mawilson@pcc.edu
Course Prefix and Number:	HON 201	# Credits:	2
Course Title: 60 characters max	HON 201: Capstone Experience	Transcript Title (30 characters max)	HON 201: Capstone Experience
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 1	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 20 hours Lec/lab (# of hours): 0 Lab (# of hours): 0
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input checked="" type="checkbox"/> No		
Course fee: Identify only fees that are above and beyond the usual PCC fees			
Course Description: (field will expand as needed)	Culminates Honors Program study. Formalizes development of transfer portfolio. Scaffolds completion of capstone project. Completion of HON 101, WR 122, 20 Cr in HON (four credits may be concurrent) AND 3.25 GPA.		
Begin the course description with an active verb. Include recommendations in the description.			

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

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

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: (Use observable and measurable verbs)	Plan and execute a complex project. Locate appropriate venue to demonstrate disciplinary expertise. Assess one's own academic process in order to improve. Document progress for sophisticated audiences.
Course activities and design: (from CCOG)	Meets as a cohort to complete a project underway for several terms. The class will include revision of the transfer portfolio, refinement and probable execution of the transfer plan. Project elements will focus on project status, completing plans using checkpoints, developing presentation skills, and reflection on the process.
Outcomes assessment strategies:	Rubric-driven instruction and self-assessment of completed project and portfolio. Committee assessment of project presentation. Instructor and peer assessment of reflective document.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	Planning and completing sophisticated discipline-specific projects. Critically evaluation of each student's own work and path towards goal achievement. Document success through the use of a portfolio. Arrange and complete service outside the classroom.
Reason for the new course	This course completes the core course for the Honors Program.

Section #2 Transferability
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with

colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	This course will transfer as an elective.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	N/A
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	N/A	# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	N/A	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	N/A	

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

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

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information

Department:	Medical Imaging/Computed Tomography	Submitter name phone and email	Virginia Vanderford vvanderf@pcc.edu
Prefix and Course Number:	CTT 113	Credits:	1
Course Title: (60 characters max)	CT Registry Review	Transcript Title (30 characters max)	CT Registry Review
Can this class be repeated?	xx <input type="checkbox"/> Yes <input type="checkbox"/> No	How many times? 1	Contact hours: Lecture: 10 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes xx <input type="checkbox"/> No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	xx <input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	xx <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	xx <input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin the course description with an active verb. Include course recommendations in the description. (the field expands as needed)			
Provides a comprehensive review of patient care, imaging procedures, data acquisition and processing and physical principles of image formation for Computed Tomography. Department permission required. Prerequisites: RAD 254 (CTT111), RAD 255 (CTT112).			

Identify prerequisite, corequisite and concurrent course(s)

(double click on check box to activate dialog box)

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
Addendum to	Prerequisites: RAD 254 (CTT111), RAD 255 (CTT112).		

course description:	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	<p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> Demonstrate knowledge or an understanding of all concepts of Computed Tomography in preparation for the ARRT certification exam in Computed Tomography. Successfully complete CT practice exams to prepare student for the ARRT exam. Model the professional ethics and behaviors of Imaging Professionals.
Course activities and design: (from CCOG)	Review all concepts and previously presented materials during lecture and on-line Camtasia Units. The student will take a minimum of two (2) Mock Certification Exams.
Outcomes assessment strategies: (from CCOG)	<ol style="list-style-type: none"> Successful completion of on-line study units Completed classroom exercises and homework. Successful completion of mock CT Registry Exams.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<p>COURSE CONTENT:</p> <p>The student will demonstrate understanding of the following themes, issues, concepts, and develop the following skills:</p> <p>THEMES, CONCEPTS, ISSUES</p> <p>A. Patient Care</p> <ol style="list-style-type: none"> Legal and Ethical Principles <ul style="list-style-type: none"> confirmation of exam requisition legal issues patient's rights ARRT Standard of Ethics CT Screening and Safety <ul style="list-style-type: none"> screening ALARA reducing dose with parameters biological considerations Patient Assessment, Monitoring and Management <ul style="list-style-type: none"> routine monitoring emergency response patient transfer and body mechanics assisting patient's with medical equipment Interpersonal Communication <ul style="list-style-type: none"> modes of communication challenges of communication patient education medical terminology Infection Control <ul style="list-style-type: none"> terminology and basic concepts

- cycle of infection
- standard precautions
- additional or transmission-based precautions
- disposal of contaminated materials

B. Imaging Procedures

1. Head and Neck
 - anatomy and physiology
 - contrast
 - patient positioning
 - scan parameters
2. Spine
 - anatomy and physiology
 - contrast
 - patient positioning
 - scan parameters
3. Thorax
 - anatomy and physiology
 - contrast
 - patient positioning
 - scan parameters
4. Abdomen
 - anatomy and physiology
 - contrast
 - patient positioning
 - scan parameters
5. Pelvis
 - anatomy and physiology
 - contrast
 - patient positioning
 - scan parameters
6. Musculoskeletal
 - anatomy and physiology
 - contrast
 - patient positioning
 - scan parameters
7. CT Angiography
 - pressure injector use
 - contrast types
 - contrast amounts
 - scan parameters
8. Special Imaging
 - Virtual CT
 - PET/CT
 - Radiation Therapy

C. Data Acquisition and Processing

1. scouts , sequential and cine
2. tube, detector configurations
3. protocol parameters
4. ALARA, radiation safety

D. Physical Principles of Image Formation

1. slice thickness, reconstruction thickness
2. DFOV, SFOV
3. artifacts
4. quality control

COMPETENCIES OR PROCESS SKILLS

- A. Watch unit presentations, complete worksheets, on-line unit quizzes and mock CT Registry Exam.

Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	This course will prepare students for the national certification examination. It will be a capstone course for the program.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	xx <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Computed Tomography	# credit: 18
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This will be the capstone course for students enrolled in the certificate program, and will prepare them for the national certification examination. It will also be a stand-alone course for technologists currently working in CT but not certified. They, too, can use this course as certification preparation.	

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes xx <input type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	xx <input type="checkbox"/> on campus xx <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	This will be up to that institution's discretion.

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:	xx <input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	3-28-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	vvanderf@pcc.edu	3-28-11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	VAPAD Graphic Design	Submitter name Phone Email	Cece Cutsforth 4790 ccutsfor@pcc.edu
Current prefix and number	GD 140	Proposed prefix and number	No change
Current course title	Digital Page Design 1	Proposed title (60 characters max)	No change
Reason for title change	No change	Proposed transcript title (30 characters max)	No change

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

Current Description		Proposed Description	
No change		No change	
Reason for change	No change		

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

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

Current learning outcomes	New learning outcomes
<p>Successfully use QuarkXPress as a design tool</p> <p>Identify a collection of specific computer fonts</p> <p>Demonstrate professional design standards.</p>	<ul style="list-style-type: none"> • Utilize the tools and techniques of industry-standard page layout software to produce professional-level printed communication materials. • Resolve a client's communication challenge in a methodical process by developing sequential thumbnail sketches, tight rough drafts and final comprehensives • Use multiple-column grid formats, accepted as standard by professional designers, to organize type and images. • Intentionally use hierarchy to entice and direct viewers' attention through a layout for more effective audience retention • Create printed communication materials which reflect an awareness of contemporary design trends • Use a systematic, file-naming convention to facilitate organization of multiple digital projects • Utilize professional print production guidelines to ensure successful output of digital files at an outside vendor

Reason for change	Really awful previous outcomes, badly in need of revision. It is also important that we not indicate software brand names because these always tend to change.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsfor@pcc.edu	2.24.11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	2.24.11

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Graphic Design	Submitter name	Cece Cutsforth
		Phone	4790
		Email	ccutsfor@pcc.edu
Current prefix and number	GD 141	Proposed prefix and number	No change
Current course title	Digital Page Design 2	Proposed title (60 characters max)	No change
Reason for title change	No change	Proposed transcript title (30 characters max)	No change

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

Current Description	Proposed Description
Digital Page Design 2 Intermediate course covering professional layout and design of multi-page documents. Focuses on using creativity to solve design projects. Additional course topics include basic prepress and output, file management and industry-standard design processes. Placement permission slip required. Prerequisite: GD 140.	Digital Page Design 2 Intermediate course covering layout and design of multi-page printed documents. Additional course topics include interactive page elements, prepress and output, file management and industry-standard design processes. Placement permission slip required. Prerequisite: GD 140.

Reason for change	Software changes have brought interactive page elements to the print designer's responsibility. Graphic design graduates are now expected to incorporate interactivity into communication materials when they are hired.
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LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<p>Students should be able to:</p> <p>Successfully use QuarkXPress as a design tool on multi-page documents</p> <p>Demonstrate intermediate level QuarkXPress features</p> <p>Demonstrate professional design standards</p>	<ul style="list-style-type: none"> • Produce multiple-page printed and interactive communication materials using industry-standard page layout software. • Organize type and images with grids used by professional designers. • Create printed communication materials which reflect an awareness of contemporary design trends • Employ a systematic, file-naming convention for organization of the large number of project elements and files associated with a typical multipage project in the workplace.

Reason for change	Really awful previous outcomes, badly in need of revision. It is also important that we not indicate software brand names because these always tend to change.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsfor@pcc.edu	3.31.11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	

Portland Community College

CS261 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	Li Liang
		Phone	503-977-4297
		Email	lliang@pcc.edu
Current prefix and number	CS261	Proposed prefix and number	
Current course title	Programming Systems	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
Operator overloading, single and multiple inheritance, virtual functions, polymorphism, templates, exceptions. STL containers and algorithms. Recommended: CS 260.	Explores the theory and practice of object-oriented programming as embodied in both Java and C++. Introduces inheritance, polymorphism, virtual functions, templates, exceptions, operator overloading and the extensive libraries that are available as a standard part of Java and C++. Recommended: CS 260. Audit available.

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

Current learning outcomes	New learning outcomes
<p>On completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Software Engineering Process <ul style="list-style-type: none"> ◦ Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. ◦ Employ good software engineering practices such as incremental development, encapsulation, data integrity checking, and adherence to style guidelines. ◦ Identify and use standard design patterns where appropriate. • Computer Science Theory <ul style="list-style-type: none"> ◦ Select and model data appropriately using primitive and aggregate types. ◦ Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. ◦ Use inheritance and polymorphism to solve problems as appropriate. ◦ Employ C++ templates to solve problems. ◦ Utilize containers and algorithms in the STL to simplify solutions. • Technology and Tools <ul style="list-style-type: none"> ◦ Effectively use software development tools including libraries, compilers, editors, 	<p>On completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Employ a deep knowledge of the object-oriented paradigm and a recognized software development methodology to develop computer programs that demonstrate significant functionality and usability. • Design and construct object-oriented software with appropriate layers of abstraction and associated use of encapsulation, inheritance, polymorphism and interfaces. • Effectively use the extensive libraries that are available as a standard part of Java and C++. • Architect systems with minimal complexity and cost to attain maximal functionality, flexibility and maintainability.

linkers and debuggers. • Communication <ul style="list-style-type: none"> ○ Identify and comprehend technical documentation. ○ Work within a development team, including negotiating 				
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				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con		
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con		
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area				
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
<input type="checkbox"/> Placement into: .				
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con		
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/con		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		<input type="checkbox"/> yes <input type="checkbox"/> no		
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?				
Please provide details, who was contacted and the resolution.				
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
Implementation	<input checked="" type="checkbox"/> Next available term after approval			

term	<input type="checkbox"/> Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Li Liang	lliang@pcc.edu	4/13/11
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu	4/13/11

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 201	Course Title:	US Government: Foundations & Principles
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 201	Course Title:	US Government: Foundations & Principles
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Course Description:	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.
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Course Outcomes:	<ol style="list-style-type: none"> 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 and political parties 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. 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. Use 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.
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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.

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>Outcome # 1 addresses this element of the PCC Philosophy statement: <i>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 and political parties in the United States.</i> In political science we address the issue of political culture (how beliefs, values, ideas shape the individual and the mass public's view of politics. Political culture is learned through political socialization which is in turn shaped by religion, family, media, age, gender, socio-economic status and other variables. Students use their understanding of political cultural and socialization to analyze political movements, interest groups, political parties, and other political phenomena.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>Outcome # 3 addresses this element of the PCC Philosophy statement: <i>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.</i></p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>Outcome # 4 addresses this element of the PCC Philosophy statement: <i>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.</i> Students engage in formulating hypothesis to address a number of problems in US politics, that need to be tested using surveys, polling, elections results, and other quantitative data. They then need to analyze and interpret this data, write coherent papers and present them to appropriate audiences.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Outcome # 2 addresses this element of the PCC Philosophy statement: <i>Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions.</i></p>
<p>F. Aesthetic and artistic values.</p>	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome # 5 addresses this element of the PCC Philosophy statement: <i>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.</i>
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Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

1. *Apply 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 and political parties in the United States.* Meets SS Criteria # 4 (Understand the diversity of human experience and thought, individually and collectively.)
2. *Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry)
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.* Meets SS Criteria # 1 (Understand the role of individuals and institutions within the context of society.)
4. *Use 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.* Meets SS Criteria # 3 (Utilize appropriate information literacy skills in written and oral communication.)
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. Meets SS Criteria # 1 (Understand the role of individuals and institutions within the context of society.)

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

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

Outcome # 1, 2, 3 meet this SS outcome:

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 and political parties 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.*
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.*

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”?**

Outcome # 1, 3, 5 meet this SS outcome:

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 and political parties in the United States.*
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.*
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.*

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

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 202	Course Title:	US Government: Institutions and Policies
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 201	Course Title:	US Government: Foundations & Principles
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Course Description:	Examines the national institutions of United States politics including the Legislative, Executive, Judiciary, and Bureaucratic. Includes 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.
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Course Outcomes:	<ol style="list-style-type: none"> 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. Use 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.
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	<p>Outcome # 1 addresses this element of the PCC Philosophy statement:</p> <p><i>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.</i></p>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<p>Outcome # 3 addresses this element of the PCC Philosophy statement:</p> <p><i>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.</i></p>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	<p>Outcome # 4 addresses this element of the PCC Philosophy statement:</p> <p><i>Use the ability to reason quantitatively and qualitatively using analytical skills to address national problems with U.S. political institutions and policies.</i></p> <p>Students engage in formulating hypothesis to address a number of problems in US politics, that need to be tested using surveys, polling, elections results, and other quantitative data. They then need to analyze and interpret this data, write coherent papers and present them to appropriate audiences.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Outcome # 2 addresses this element of the PCC Philosophy statement:</p> <p><i>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.</i></p>
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: <i>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.</i>
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Social Sciences

Outcomes:

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

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

Criteria:

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

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

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

1. *Apply 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.* Meets SS Criteria # 4 (Understand the diversity of human experience and thought, individually and collectively.)
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.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry)
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.* Meets SS Criteria # 1 (Understand the role of individuals and institutions within the context of society.) Meets SS Criteria # 5 (Apply knowledge and skills to contemporary problems and issues.)
4. *Use the ability to reason quantitatively and qualitatively using analytical skills to address national problems within U.S. political institutions and policies.* Meets SS Criteria # 3(Utilize appropriate information literacy skills in written and oral communication.)
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.
Meets SS Criteria # 1(Understand the role of individuals and institutions within the context of society.)

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

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

Outcome # 1, 2, 3 meet this SS outcome:

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.

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”?**

Outcome # 1, 3, 5 meet this SS outcome:

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
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.
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.

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

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.

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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
	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 203	Course Title:	State and Local Politics
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 203	Course Title:	State and Local Politics
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Course 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.
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Course Outcomes:	<ol style="list-style-type: none"> 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. Use 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 the 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.
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	<p>Outcome # 1 addresses this element of the PCC Philosophy statement:</p> <p>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.</p>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<p>Outcome # 3 addresses this element of the PCC Philosophy statement:</p> <p>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.</p>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	<p>Outcome # 4 addresses this element of the PCC Philosophy statement:</p> <p>Use 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 the U.S.</p> <p>Students engage in formulating hypothesis to address a number of problems in state and local politics, which need to be tested using surveys, polling, elections results, and other quantitative data. They then need to analyze and interpret this data, write coherent papers and present them to appropriate audiences.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Use 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 the U.S.</p>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	<p>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.</p>

Outcomes:

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

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

Criteria:

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

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

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

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

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

How does the course enable a student to "apply analytical skills to social phenomena in

Outcomes # 1, 2, 3 meet this SS outcome:

Apply an understanding of diversity of human experience and culture

<p>order to understand human behavior"?**</p>	<p>in relationship to how we think and interact with others with regards to controversies associated with state and local government policies.</p> <p>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.</p> <p>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.</p>
<p>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”?**</p>	<p>Outcomes # 1, 3, 5 meet this SS Outcome:</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.</p>	

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 211	Course Title:	Peace and Conflict
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 211	Course Title:	Peace and Conflict
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Course Description:	Explores the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict are considered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<ol style="list-style-type: none"> 1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value. 2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.. 3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination. 4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view. 5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.
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8. Address PCC's General Education Philosophy Statement:

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	<p>Outcomes 2 and 4 address this element of the PCC philosophy statement: <i>Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.</i></p> <p><i>Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.</i></p>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	<p>Outcome # 2 addresses this element of the PCC philosophy statement: <i>Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future..</i></p>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	<p>Outcome # 4 addresses this element of the PCC philosophy statement:</p> <p><i>Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.</i></p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Outcomes # 3 and # 5 address this element of the PCC philosophy statement: <i>Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination.</i></p> <p><i>Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship</i></p>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	<p>Outcomes #1 and # 5 address this element of the PCC philosophy statement: <i>Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value.</i></p> <p><i>Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship</i></p>

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. *Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value.* Meets SS Criteria # 4 (Understand the diversity of human experience and thought, individually and collectively) and # 5 (Apply knowledge and skills to contemporary problems and issues).

2. *Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry) and # 4 (Understand the diversity of human experience and thought, individually and collectively.)

3. *Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination.* Meets SS Criteria #1 (Understand the role of individuals and institutions within the context of society.) and # 3(Utilize appropriate information literacy skills in written and oral communication).

4. *Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.* Meets SS Criteria # 2 (Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.) and # 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 #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 2 and 4 meets this SS outcome:

2. *Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future..*

	<p><i>4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.</i></p>
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<p>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”?**</p>	<p>Outcomes 1, 3, 4, 5 meet this SS Outcome:</p> <p><i>1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value.</i></p> <p><i>3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination.</i></p> <p><i>4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.</i></p> <p><i>5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.</i></p>
<p>**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.</p>	

Social Science General Education/Discipline Studies List Request Form

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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.

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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
	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 220	Course Title:	U. S. Foreign Policy
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 220	Course Title:	U. S. Foreign Policy
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Course Description:	Covers historical analytical treatment of select foreign policy themes since World War I. 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.
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Course Outcomes:	<ol style="list-style-type: none"> 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. Use 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.
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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
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- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Outcome # 1 addresses this element of the PCC Philosophy statement: <i>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.</i>
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 # 3 addresses this element of PCC Philosophy statement: <i>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.</i>
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	Outcome # 4 addresses this element of PCC Philosophy statement: <i>Use 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.</i>
E. Ability to conceptually organize experience and discern its meaning.	Outcome # 2 addresses this element of PCC Philosophy statement: <i>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.</i>
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: <i>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.</i>

Social Sciences

Outcomes:

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

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

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader

context of the discipline(s). Approved courses will help students to:

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

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

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

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

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

Outcomes # 1, 2, 3 meet this SS outcome:

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*

	<p><i>create world order through use of economic, military, and diplomatic power.</i></p> <p>3. <i>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.</i></p>
<p>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”?**</p>	<p>Outcomes # 1, 3, 5 meet this SS outcome:</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
<p>**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.</p>	

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
- X 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	College Success Skills	Submitter name Phone Email	Laurel Spillum 971-722-4563 lspillum@pcc.edu
Current prefix and number	ALC 50	Proposed prefix and number	
Current course title	Basic English Skills Lab	Proposed title (60 characters max)	English Skills Lab
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab

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
Self-paced, individualized reading, writing and English instruction in lab setting. Content varies depending upon interest and diagnosed needs. May include computer-assisted instruction, tutoring, use of textbook-workbook for assignments and other media.	Provides an individualized plan of study to improve English grammar, punctuation, writing, reading, and/or communication skills. Content varies depending upon interest and diagnosed needs. Includes tutoring, use of textbooks/workbooks for assignments, and/or computer software and other media.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses. • Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses. • Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts. • Exhibit successful college student behavior. 	<ul style="list-style-type: none"> • Apply grammar, punctuation, vocabulary, and spelling skills to future coursework and into the work place. • Employ appropriate reading skills for analysis and comprehension of different kinds of written texts. • Use communication skills needed for successful transition into the work force.

Reason for change	Desire to update wording and provide better description of learning outcomes based on Curriculum Committee’s current standards.
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	hcole@pcc.edu jselande@pcc.edu	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	2/11/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- X 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	College Success Skills	Submitter name Phone Email	Laurel Spillum 971-722-4563 lspillum@pcc.edu
Current prefix and number	ALC 51	Proposed prefix and number	
Current course title	Basic English Skills Lab	Proposed title (60 characters max)	English Skills Lab
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab

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
Self-paced, individualized reading, writing instruction in lab setting. Content varies depending upon interest and diagnosed needs. May include computer assisted or small group instruction; tutoring; textbook/workbook assignments; or audio/video. May be taken three times.	Provides an individualized plan of study to improve English grammar, punctuation, writing, reading, and/or communication skills. Content varies depending upon interest and diagnosed needs. Includes tutoring, use of textbooks/workbooks for assignments, and/or computer software and other media.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses. • Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses. • Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts. • Exhibit successful college student behavior. 	<ul style="list-style-type: none"> • Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses. • Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses. • Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts. • Exhibit successful college student behavior.

Reason for change	Desire to update wording and provide better description of learning outcomes based on Curriculum Committee’s current standards.
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	hcole@pcc.edu jselande@pcc.edu	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	2/11/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- X 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	College Success Skills	Submitter name Phone Email	Laurel Spillum 971-722-4563 lspillum@pcc.edu
Current prefix and number	ALC 52	Proposed prefix and number	
Current course title	Basic English Skills Lab	Proposed title (60 characters max)	English Skills Lab
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab

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
Self-paced, individualized reading and writing instruction in lab setting. Content varies depending upon interest and diagnosed needs. May include computer assisted or small group instruction; tutoring; textbook/workbook assignments; or audio/video. May be taken three times.	Provides an individualized plan of study to improve English grammar, punctuation, writing, reading, and/or communication skills. Content varies depending upon interest and diagnosed needs. Includes tutoring, use of textbooks/workbooks for assignments, and/or computer software and other media.

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses. • Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses. • Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts. • Exhibit successful college student behavior. 	<ul style="list-style-type: none"> • Apply essential grammar, punctuation, vocabulary, and spelling skills to future coursework and into the work place. • Employ appropriate reading skills for analysis and comprehension of at least five different kinds of written texts. • Use communication skills needed for successful transition into the work force.

Reason for change	Desire to update wording and provide better description of learning outcomes based on Curriculum Committee’s current standards.
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	hcole@pcc.edu jselande@pcc.edu	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	2/11/11

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- X 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	College Success Skills	Submitter name Phone Email	Laurel Spillum 971-722-4563 lspillum@pcc.edu
Current prefix and number	ALC 53	Proposed prefix and number	
Current course title	Basic English Skills Lab	Proposed title (60 characters max)	English Skills Lab
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses. • Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses. • Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts. • Exhibit successful college student behavior. 	<ul style="list-style-type: none"> • Apply college preparatory grammar, punctuation, vocabulary, and spelling skills to future coursework and into the work place. • Employ appropriate reading skills for analysis and comprehension of a wide variety of written texts. • Use communication skills needed for successful transition into the work force.

Reason for change	Desire to update wording and provide better description of learning outcomes based on Curriculum Committee's current standards.
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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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	hcole@pcc.edu jselande@pcc.edu	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	2/11/11