CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
May 7, 2014
Downtown Center, Rose Room

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

Experimental Courses:

CHN 199 – Chinese Culture
MM 199I – Accessible Multimedia
MM 199R – Intro to Augmented Reality
TA 299G – Building a Career in Theater

Course Inactivation:

CG 0690 - Stopping Test Anxiety

Available Grading Option:

NA

From the Curriculum Office:

CIS SAC submitted two new courses last Spring CIS 133C and CIS 233C - after internal approval it was discovered that both those course numbers were previously used for an older programming language. With consultation the SAC agreed to changed their courses to CIS 133N Intro to Programming C#.NET and CIS 233N Intermediate C#.NET Programming.

New Business:

*CH 151 – Preparatory Chemistry
General Education

*PS/EC/SOC 221 – Globalization and International Relations
General Education
*these were submitted before Courseleaf, and are included at the end of this agenda

Directions for accessing Courseleaf: Log into MyPCC, open the electronic approval queue link. You can also copy and paste this link directly into the Course Management window.
https://catalog-next.pcc.edu/courseleaf/approve/?role=Curriculum_Committee_Chair

 PL 216: Employment Law

 APR 162: Calculations for the Trades

 APR 164: Industrial Blueprints & Schematics For the Trades

APR 166: Industrial Rigging

APR 168: Introduction to Bearings, Seals, and Lubrication

APR 170: Power Transmission Systems

APR 260: Pneumatic System Operations

CG 0693: Confidence Building

CG 111C: Study Skills for College Learning

CG 145: Stress Management

CIS 187I: Web Technical Administration

CIS 240M: Managing a Windows Server Environment

CIS 287M: Microsoft Server Security

CIS 288M: Microsoft Network Administration

CIS 289M: Microsoft Active Directory Administration

DM 129: Food Service and Personnel Management

DM 130: Dietary Manager Field Experience I

DM 139: Nutrition for Dietary Managers

DM 140: Dietary Manager Field Experience II

EET 121: Digital Systems 1

EET 122: Digital Systems 2: Computing Systems

EET 123: Digital Systems 3: Mixed-Signal Systems

EET 178: Computing Environments for Technicians

EET 269: Wind Mechanics

EET 272: Motors and Motor Controls

EMS 135: Advanced EMT Part 1

EMS 136: Advanced EMT Part 2

FP 280A: Cooperative Education: Fire Protection

ID 120: Interior Products and Materials I

ID 123: History of Furniture-1800 to Present

ID 128: Digital Rendering and Presentation

ID 132: Planning Interiors

ID 135: Professional Practices for Designers

ID 138: Introduction to Kitchen and Bath Planning

ID 232: Business Communication for Interior Design

ID 236: Lighting Design

ID 238: Advanced Kitchen and Bath Planning

MA 117: Medical Office Administrative Procedures

MSD 203: Emotional Intelligence in Work

PE 182G: Tai Chi II

PE 182S: Tai Chi I

PE 140 B: Boxing II

Discussion Items:

1. Demo of Technology
2. Update on the EAC discussion of the standardization of language in Courseleaf
3. LAC Task Force recommendation

Portland Community College

Math, Science, Computer 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
	Danijela Vukic Ted Picciotto	danijela.vukic15@pcc ted.picciotto@pcc.edu
SAC Chair	Name	E-mail Address
	Ted Picciotto	ted.picciotto@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Dieterich Steinmetz	dsteinme@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	CH 151	Course Title:	Preparatory Chemistry
Course Credits:	5	Gen Ed Category:	Math, Science or Computer Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	CH 151	Course Title:	Preparatory Chemistry

Course Description:	Introduces basic chemical principles and computational problems found in General Chemistry with a concentration on developing both analytical and reasoning skills via problem solving. Prepares students wanting to take the CH 221-3 General Chemistry series that have no chemical background or have not taken a college or high school chemistry course in the last 3 years. Prerequisites: WR 115, RD 115 and MTH 95 or equivalent placement test scores. Audit available.

Course Outcomes:	After completion of this course, students will: • Apply the fundamental principles of measurement, matter, atomic theory and chemical bonding to future courses in chemistry and other sciences that depend upon these principles for successful comprehension. • Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing. • Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. • Develop chemical concepts, math skills and problem solving skills essential for successful completion of future studies in chemistry and other science courses.

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:
   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/or technological environments
   D. ability to reason qualitatively and/or quantitatively
   E. ability to conceptually organize experience and discern its meaning
   F. aesthetic and artistic values
   G. understanding of the ethical and social requirements of responsible citizenship
Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

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

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

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

C. Understanding of themselves and/or their natural and technological environments.	- Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing. - Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. Students will use the scientific method in the laboratory to explore the composition of matter and the interaction of light and matter. Often these explorations will guide a student towards accepted scientific models to explain such phenomena such as the Bohr theory of the atom to explain why matter can release energy in the form of light. The composition and behavior of matter and energy are at heart of the study of chemistry, and thus are implied in any understanding of individuals and their place in the natural environment and the technological environment, which they create.

D. Ability to reason qualitatively and/or quantitatively.	- Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing. - Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. - Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. - Develop chemical concepts, math skills and problem solving skills essential for successful completion of future studies in chemistry and other science courses.

E. Ability to conceptually organize experience and discern its meaning.	Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing. The essence of the scientific method is to conceptually organize experience and discern its meaning. Chemistry, as fundamental natural science, is an endeavor in which experience in the material world, either in the laboratory setting or in everyday life, is compiled and assessed. The goal is to elucidate the meaning of the experience (data) and to apply it to the understanding of the natural

	world or to utilize it in the development of technology.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	• Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. The ethical and social requirements of responsible citizenship require in part the ability to critically assess information, develop logical and rational conclusions based on evidence, and apply those conclusions in a responsible manner. The study of chemistry addresses directly the skills necessary to think critically through the constant acquisition of data and its subsequent analysis. In addition, no chemist works in a vacuum. Science is a collaborative, human endeavor in which the views, abilities and desires of a number of individuals are necessary to accomplish a goal. As such, it is an ideal opportunity to provide students with a setting in which they must evaluate their actions in the presence of peers. Chemistry also provides a plethora of examples in which chemistry and its applications in the real world can be evaluated through the eyes of a responsible citizen. Common examples include global warming and climate change, waste, energy resources, consumption and waste, water resources, chemical reactions (new materials, application to war and destruction, application to construction, medicine and health, etc. etc.), modern technology and its place in and affects on society, and so on.

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.*	• Apply the scientific method to hypothetical and real life situations. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusions verbally and in writing. • Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment.

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

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

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	Laboratory experiments, interactive instruction, homework, and various assessments all provide students both individually and collectively the opportunity to collect and analyze data and synthesize a hypothesis. Problem solving techniques are integrated throughout this course. For example, students may learn the steps to complete scientific conversions, and then they are challenged to apply those skills to real world problems which may look unfamiliar. The scientific knowledge and process skills taught in this course lead students to make evidence-based decisions in everyday life.

How does the course enable a student to "assess the strengths and weaknesses of	The instructional methods in this course intend to develop skills necessary to critically evaluate the value of information in the context of the scientific process and rational reasoning. The repeated practice of evaluating data

scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"?**	and supporting claims with evidence is purported to develop and encourage similar skills in individuals when confronted with various and conflicting sources of information in everyday life, such as the internet, television and other forms of media and interactions. Students in this course will use the critical thinking skills developed to address specific sources of information in the context of larger societal issues. Given or having chosen a topic as part of an assignment or of their own interest in their personal lives, students will gather information from a variety of sources, including, but not limited to, peer-reviewed scientific papers and journals, popular science magazines and journals, the Internet, television and radio. Students will apply critical and rational thinking skills to determine the validity of such sources as they make informed decisions on such issues.
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

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

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

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

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

Portland Community College

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:

	Name	E-mail Address
Person Submitting This Request	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 221	Course Title:	Globalization and International Relations
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 221	Course Title:	Globalization and International Relations

Course Description:	Provides an introductory survey of issues relating to globalization and international relations. Explores economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115, MTH 20. PS 221, EC 221 and SOC 221 are equivalent and maybe taken only one time for credit.

Course Outcomes:	1. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

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/or technological environments
   D. ability to reason qualitatively and/or quantitatively
   E. ability to conceptually organize experience and discern its meaning
   F. aesthetic and artistic values
   G. understanding of the ethical and social requirements of responsible citizenship
 Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcome # 3 meets this criteria; Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. Outcome # 2 meets this criteria: Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.

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 # 1 meets this criteria: Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. Outcome # 2 meets this criteria: Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.

C. Understanding of themselves and/or their natural and technological environments.	Outcome # 5 meets this criteria Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

D. Ability to reason qualitatively and/or quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Outcome # 4 Meets this criteria: Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome # 4 meets this criteria: Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

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. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global 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	Students identify the characteristics of the global system, examine arguments and theories reflecting a range of diverse cultural ideas, and

skills to social phenomena in order to understand human behavior"?**	behaviors, international institutions, while conceptually organizing this information to understand the diverse points of view related to the global human experience. Outcomes #1 , 2 and 4 meet this criteria

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"?**	Through various course assignments (written work, oral and visual presentations, debates, group work) students apply their knowledge of global political , economic, and social theories to understanding the various problems faced by a diverse group of peoples. Outcomes # 3, 4 and 5 meet this criteria
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Chair	Name	E-mail Address
	Maria Wilson-Figueroa	mwilsonf@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	SOC 221	Course Title:	Globalization and International Relations
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:	SOC 221	Course Title:	Globalization and International Relations

Course Description:	Provides an introductory survey of issues relating to globalization and international relations. Explores economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115, MTH 20. PS 221, EC 221 and SOC 221 are equivalent and maybe taken only one time for credit.

Course Outcomes:	1. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

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/or technological environments
- D. ability to reason qualitatively and/or quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcome # 3 meets this criteria; Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. Outcome # 2 meets this criteria: Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.

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 # 1 meets this criteria: Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. Outcome # 2 meets this criteria: Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.

C. Understanding of themselves and/or their natural and technological environments.	Outcome # 5 meets this criteria Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

D. Ability to reason qualitatively and/or quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Outcome # 4 Meets this criteria: Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome # 4 meets this criteria: Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

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. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global 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	Students identify the characteristics of the global system, examine arguments and theories reflecting a range of diverse cultural ideas, and

skills to social phenomena in order to understand human behavior"?**	behaviors, international institutions, while conceptually organizing this information to understand the diverse points of view related to the global human experience. Outcomes #1 , 2 and 4 meet this criteria

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"?**	Through various course assignments (written work, oral and visual presentations, debates, group work) students apply their knowledge of global political , economic, and social theories to understanding the various problems faced by a diverse group of peoples. Outcomes # 3, 4 and 5 meet this criteria
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Rosa M. Bettencourt	rbettenc@pcc.edu
SAC Chair	Name	E-mail Address
	Justin Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	EC 221	Course Title:	Globalization and International Relations
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:	EC 221	Course Title:	Globalization and International Relations

Course Description:	Provides an introductory survey of issues relating to globalization and international relations. Explores economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115, MTH 20. PS 221, EC 221 and SOC 221 are equivalent and maybe taken only one time for credit.

Course Outcomes:	1. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

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/or technological environments
  D. ability to reason qualitatively and/or quantitatively
  E. ability to conceptually organize experience and discern its meaning
  F. aesthetic and artistic values
  G. understanding of the ethical and social requirements of responsible citizenship
Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

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

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

A. Understanding of their culture and how it relates to other cultures.	Outcome # 3 meets this criteria; Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. Outcome # 2 meets this criteria: Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.

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 # 1 meets this criteria: Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. Outcome # 2 meets this criteria: Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.

C. Understanding of themselves and/or their natural and technological environments.	Outcome # 5 meets this criteria Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

D. Ability to reason qualitatively and/or quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Outcome # 4 Meets this criteria: Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome # 4 meets this criteria: Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

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. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global 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	Students identify the characteristics of the global system, examine arguments and theories reflecting a range of diverse cultural ideas, and

skills to social phenomena in order to understand human behavior"?**	behaviors, international institutions, while conceptually organizing this information to understand the diverse points of view related to the global human experience. Outcomes #1 , 2 and 4 meet this criteria

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"?**	Through various course assignments (written work, oral and visual presentations, debates, group work) students apply their knowledge of global political , economic, and social theories to understanding the various problems faced by a diverse group of peoples. Outcomes # 3, 4 and 5 meet this criteria
Note: Between your answers to the two outcomes questions above, you need to address all five criteria.	