

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Education Advisory Committee  
Agenda  
June 1, 2011  
Sylvania CC, Conference Rm B

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

Experimental Courses:

MUS 199I – Introduction to Lyric Diction  
PS 299 – The Geopolitics of South Asia  
ENG 199B – Teen and Children's Literature

Course Inactivation:

none

Available Grading Option:

WR 121H – removed pass/no pass option  
WR 122H – removed pass/no pass option  
GD courses (with exception of Cooperative Education courses) – letter a-f only

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**

686. BI 163 – Organic Gardening  
Designation – General Education - NEW

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

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

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

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

New Business:

738. BI 163 – Organic Gardening  
Course Revision – Des, Out

739. HST 105 – History of Eastern Civ: India and South Asia Region  
Course Revision – Title

740. HST 204 – US Women: Pre-colonial to 1877  
Designation – General Education

741. HST 205 – US Women: 1877- Present  
Designation - General Education

742. HST 240 – Oregon History  
Designation – General Education

743. HST 246 – Religion in U.S. to 1840  
Designation – General Education

744. AD 106 – Smoking Cessation  
New Course

745. AD 107 – Addiction Recovery Mentor  
New Course

746. AD 108 – Adolescence and Addiction  
New Course

747. AD 109 – Criminality and Addiction  
New Course

748. AD 110 - Prevention  
New Course

749. AD 111 – Gambling and Addiction I  
New Course

750. AD 112 – Gambling and Addiction II  
New Course

751. AD 102 – Drug Use and Addiction  
Course Revision – Out

752. AD 105 – Aging and Addiction  
Course Revision – Out

753. AD 154 – Client Record Management and Addiction  
Course Revision – Out

754. AD 156 – Ethics and Addiction  
Course Revision – Out

755. AD 278 – Practicum Preparation  
Course Revision – Out

756. MTH 84 – Intro to LaTeX  
New Course

757. MTH 251 – Calculus I  
Course Revision – Des

758. CTT 104 – Cross Sectional Anatomy Review  
New Course

759. MTH 20 – Basic Math  
Course Revision – Des, Out

760. ART 119 – Basic Design – 4D Foundations  
Designation – General Education – NEW

761. FT 101 – Fitness Technology Seminar  
Course Revision – Out

762. FT 102 – Injury Prevention & Management  
Course Revision – Des, Out

763. FT 104 – Fitness Assessment/Program I  
Course Revision – Out

764. FT 105 – Fitness Assessment/Program II  
Course Revision – Out

765. FT 201 – Fitness Assess & Prog III  
Course Revision – Out

766. FT 202 – Fitness and Aging  
Course Revision – Out

767. FT 203 – Fitness Promotion  
Course Revision – Des, Out

768. FT 204 – Exercise Science II  
Course Revision – Out

769. FT 280 – CE: Fitness Technology  
Course Revision – Des, Out

770. PE 162J – Brazilian Jiu Jitsu  
New Course

771. PE 162K – Brazilian Jiu Jitsu II  
New Course

772. PE 183A – Hiking  
New Course

773. PE 183D – Introduction to Rock Climbing  
New Course

774. PE 250 – Introduction to Outdoor Leadership  
New Course

775. PE 183Z – Tae Kwon Do III  
Course Revision – Des, Out

776. PE 281 – Professional Activities: Weight Training  
Course Revision – Title, Des, Req, Out

777. PE 282A – Professional Activities: Group Fitness  
Course Revision – Title, Des, Req, Out

778. PE 282B – Professional Activities: Special Populations  
Course Revision – Title, Des, Req, Out

779. PE 283 – Professional Activities: Mind-Body Disciplines  
Course Revision – Title, Des, Req, Out

780. PE 287 – Professional Activities: Aquatics  
Course Revision – Title, Des, Req, Out

781. PE 288 – Professional Activities: Team Sports Training  
Course Revision – Title, Des, Req, Out

782. ARCH 161 – Blueprint Reading Part 1  
Contact/Credit Hour Change

783. ARCH 162 – Blueprint Reading Part 2  
Contact/Credit Hour Change

784. ARCH 134 – Energy Conservation Code  
New Course

785. MM 250 – Adv MM Project Development I  
Course Revision – Des, Req, Out

786. MM 251 – Adv MM Project Development II  
Course Revision – Des, Out

787. MM 252 – Adv MM Project Development III  
Course Revision – Des, Out

788. BA 208 – Introduction to Nonprofits and Philanthropy  
Course Revision – Des

789. EET 101 – Introduction to Electronic Testing Equipment  
Contact/Credit Hour Change

790. HE 207 – Seminar in Biomedical, Behavioral and Health Sciences  
New Course

791. CJA 117 – Introduction to Homeland Security  
New Course

792. CJA 230 – Police Report Writing  
Course Revision – Req

793. ESR 140 – Introduction to Environmental Sustainability  
New Course

794. GS 106 – General Science (Geology)  
Course Revision – Des, Req

795. GS 107 – General Science (Astronomy)  
Course Revision- Des, Req

796. GS 108 – General Science (Oceanography)  
Course Revision – Des, Req

797. GS 109 – General Science (Meteorology)  
Course Revision – Des, Req

798. G 200 – Field Studies  
Course Revision – Req
799. G 201 – Physical Geology  
Course Revision – Des, Req
800. G 202 – Physical Geology  
Course Revision – Des, Req
801. G 203 – Historical Geology  
Course Revision – Des, Req
802. G 207 – Geology of the Pacific Northwest  
Course Revision – Des, Req
803. G 208 – Volcanoes and Their Activity  
Course Revision – Req
804. G 209 – Earthquakes  
Course Revision – Req
805. G 291 – Elements of Rocks and Minerals  
Course Revision – Des, Req
806. GRN 233 – Supporting End of Life  
Course Revision – Req
807. RET 120 – Basic Hydraulics  
Course Revision – Des, Req, Out
808. RET 121 – Mechanical Power I  
Course Revision – Req
809. RET 122 – Mechanical Power II  
Course Revision – Des, Req
810. SP 112 – Persuasion, Argumentation, and Debate  
Course Revision – Title
811. SP 100 – Introduction to Speech Communication  
Designation – General Education
812. SP 111 – Public Speaking  
Designation – General Education
813. SP 112 – Persuasion, Argumentation, and Debate  
Designation – General Education

814. SP 140 – Intro to Intercultural Comm

Designation – General Education

815. SP 214 – Interpersonal Comm: Theory and Practice

Designation – General Education

816. SP 215 – Small Group Communication: Process and Theory

Designation – General Education

817. SP 227 – Nonverbal Communication

Designation – General Education

818. SP 228 – Mass Communication

Designation – General Education

819. SP 237 – Gender Communication

Designation – General Education

820. CG 190 – Mentorship/Latino(a) Students

Course Revision – Title, Des, Out

821. CG 280L – Career Development

Course Revision – Number, Title, Des, Out



## 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](mailto: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:	<b>Delete everything except the correct category</b> 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.

<b>9. Address the AAOT Discipline Studies Outcomes and Criteria:</b>	
<b>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.</b>	
<b>Science or Computer Science</b>	
<b>Outcomes:</b>	
<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"> <li>• Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;</li> <li>• 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</li> <li>• Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.</li> </ul>	
<b>Criteria:</b>	
<p>A General Education course in either Science or Computer Science should:</p> <ol style="list-style-type: none"> <li>1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.</li> <li>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.</li> <li>3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.</li> </ol> <p>In addition:</p> <ol style="list-style-type: none"> <li>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.</li> <li>4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.</li> </ol>	
<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><b>*Note:</b> 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 box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	History	Submitter name Phone Email	Sylvia Gray 503-977-4073 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.	Perform advanced individualized study of history on a specified topic 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	<ul style="list-style-type: none"> <li>*Articulate an understanding of the key events in the specified topic of study and use critical thinking to evaluate historical changes and their impact on society and culture.</li> <li>*Recognize the diverse contributions of the specified topic in order to appreciate and evaluate society.</li> <li>*Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in the specified topic of study.</li> <li>*Communicate effectively using historical analysis.</li> <li>*Connect the past with the present to encourage civic engagement.</li> </ul>

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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
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	x <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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	x <input 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
John Shaw	<a href="mailto:John.shaw4@pcc.edu">John.shaw4@pcc.edu</a>	
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
<b>Contact and Credit Hours</b> • 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.		
<b>LEARNING OUTCOMES:</b> 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		
<b>IMPACT ON DEGREE AND CERTIFICATES:</b> 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		
<b>IMPACT ON OTHER DEPARTMENTS AND SACS:</b> 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](mailto: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? 2	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: <b>Identify only fees that are above and beyond the usual PCC fees</b>	
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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)	Perform advanced, individualized study of history in a substantial area of study to meet special interests or program requirements. Complete a project and readings on a substantial 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](http://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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- \*Articulate an understanding of the key events in a substantial area of study and use critical thinking to evaluate historical changes and their impact on society and culture.
- \*Recognize the diverse contributions of the substantial 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 substantials 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
- Analyze and evaluate primary and secondary sources
- Connect evidence to its relevant historical context

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

## 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 <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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 <sup>th</sup> floor.	

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number
- 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](mailto: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 – 0 Credits
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab – 0 Credits

**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. 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.
-------------------	--

**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"> <li>• Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses.</li> <li>• Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses.</li> <li>• Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts.</li> <li>• Exhibit successful college student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply English language skills related to assigned topic(s).</li> </ul>

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

**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
------------------	---------------------------------------	--------------------------------------	----------------------------------

#### 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	<a href="mailto:hcole@pcc.edu">hcole@pcc.edu</a> <a href="mailto:jselande@pcc.edu">jselande@pcc.edu</a>	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	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](mailto: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 – 1 Credit
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab – 1 Credit

**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 based on 30 hours of study. 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.
-------------------	--

**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"> <li>• Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses.</li> <li>• Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses.</li> <li>• Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts.</li> <li>• Exhibit successful college student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply English language skills related to assigned topic(s) in some depth.</li> </ul>

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
------------------	---------------------------------------	--------------------------------------	----------------------------------

#### 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	<a href="mailto:hcole@pcc.edu">hcole@pcc.edu</a> <a href="mailto:jselande@pcc.edu">jselande@pcc.edu</a>	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	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](mailto: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 – 2 Credits
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab – 2 Credits

**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 based on 60 hours of study. 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"> <li>• Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses.</li> <li>• Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses.</li> <li>• Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts.</li> <li>• Exhibit successful college student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply English language skills related to assigned topic(s) in great depth.</li> </ul>

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
------------------	---------------------------------------	--------------------------------------	----------------------------------

#### 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	<a href="mailto:hcole@pcc.edu">hcole@pcc.edu</a> <a href="mailto:jselande@pcc.edu">jselande@pcc.edu</a>	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	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](mailto: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 – 3 Credits
Reason for title change	Reflects course content more accurately	Proposed transcript title (30 characters max)	English Skills Lab – 3 Credits

**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 based on 90 hours of study. 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.
-------------------	--

**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"> <li>• Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses.</li> <li>• Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses.</li> <li>• Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts.</li> <li>• Exhibit successful college student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply English language skills related to assigned topic(s) extensively and in great depth.</li> </ul>

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

**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
------------------	---------------------------------------	--------------------------------------	----------------------------------

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

☐ 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heather Cole / Judy Selander	<a href="mailto:hcole@pcc.edu">hcole@pcc.edu</a> <a href="mailto:jselande@pcc.edu">jselande@pcc.edu</a>	2/11/11
SAC Administrative Liaison	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	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
- ☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Biology	Submitter name	Kevin Lien
		Phone	503-614-7460
		Email	klien@pcc.edu
Current prefix and number	BI 163	Proposed prefix and number	
Current course title	Organic Gardening	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
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.		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 discussion of organic pest control, beneficial insects, and pruning and grafting and exploration of these concepts in laboratory. An interest in plants and a basic high school biology course are recommended.
Reason for change	The reason for the change is to be more in-line with the standard practice in using active verbs in the course descriptions at PCC.	

**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>A student will be able to collaboratively and independently:</p> <p>Identify and express orally and in writing the 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>		<p>A student will be able to collaboratively and independently:</p> <p>Communicate effectively the 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>
Reason for change	The reason for the change is to be more inclusive of all learners, especially those with disabilities.	

**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.

☐ Yes  
X No

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

### Section # 2 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	History	Submitter name Phone Email	Sylvia Gray, X4073, sgray@pcc.edu
Current prefix and number	HST 105	Proposed prefix and number	
Current course title	History of Eastern Civilizations: India and South Asia Region	Proposed title (60 characters max)	History of India and South Asia Region
Reason for title change	No longer a sequence and name was too bulky.	Proposed transcript title (30 characters max)	<b>Hist. of India &amp; S. Asia Region</b>

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

Current Description	Proposed Description
Reason for change	

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

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

Current learning outcomes	New learning outcomes
•	

Reason  
for  
change

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

#### Current prerequisites, corequisites and concurrent

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

☐ Placement into: .

prefix & number:	<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

☐ 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  
x ☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes  
☐ No

Implementation ☐ 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

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	



### 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
	Cathy Alzner	cathy.alzner@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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	Hst 204	Course Title:	US Women: Pre-colonial to 1877
Course Credits:	4.00	Gen Ed Category:	<b>Delete everything except the correct category</b> Social Science
Course Description:	Hst 204 US Women: Pre-colonial to 1877 Examines the lives of women in terms of family relations, religion, culture, sexuality and reproduction, and work roles, as well as educational opportunities and social reform activities. Explores diversity in terms of class, race, ethnicity, legal status, and geographical region. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ul style="list-style-type: none"> <li>• Articulate an understanding of the key events in US history from pre-European settlement to 1877 and use critical thinking evaluate how they particularly impact women.</li> <li>• Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past</li> <li>• Describe and evaluate the contributions that various groups of women have made to the American culture.</li> <li>• Communicate effectively using historical analysis</li> <li>• Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement</li> </ul>		

#### 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>Central to the study of early American women's history are ramifications of historical meanings of difference. For example, students learn about and analyze the historical clash as Europeans begin to invade North America. Additionally, Southern culture, includes slaves, free African-Americans, the white yeoman class, and the wealthy planter class each having a distinct culture in terms of freedom, work, religion, marriage, and family. As the Northern states industrialized a white middle class culture developed which contrasts with the largely domestic and foreign immigrant poor and working classes. Comparisons between the industrializing Northern states and the more agricultural, slave owning Southern states show students commonalities of the dominant patriarchal system and differences in how Northern women began the rights movement culminating in the Declaration of Sentiments.</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>C. Understanding of themselves and their natural and technological environments.</p>	<p>This course provides the student with ample opportunity to see themselves and their impact on the natural and technological environments. As Euro-Americans move west, they seek land that is ripe for settlement and in doing so, they encroach upon indigenous peoples, radically alter the terrain with their agricultural methods, and bring with them new diseases. Women are seen as agents of "civilization," who advance the establishment of churches, schools, and a greater sense of community. Rapid industrialization beginning in the 18<sup>th</sup> century not only creates opportunities for women to work outside the home. By studying this, students can learn how patriarchal control lessens as young women become more independent. As they worked outside the home and make enough money to live on their own, their wages may have been used for education and access to a variety of cultural activities.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Discerning the meaning of being a woman in the United States is a fundamental to this course. Gender role is culturally determined. For example, in many indigenous societies, women farmed and help positions of authority within the community. Europeans who arrived in North American had a very fixed notion of gender roles and relations that were based upon European ideology. Because Indian culture is oral, much of what we know about early Indian culture is based upon the writings of Europeans. The earliest of the missionaries, explorers, and settlers, were able to observe Indians in a more natural state, prior to considerable European encroachment. Students read historical documents describing how Europeans were horrified to see women tending crops while the men were out hunting, an activity they thought of as leisure. In "The Cult of True Womanhood" by Barbara Welter describes 19<sup>th</sup> century gender role ideals, piety, purity, submissiveness, and domesticity. While the ideology of True Womanhood became very entrenched in society, it established a white middle class norm that did not include all women,</p>

	notably working class and slave women. Additionally, aspects of True Womanhood have become what we today call “traditional family values.”
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	Initially framed within prescribed domestic sphere gender roles, women were civically engaged in the public sphere. During the Revolutionary Era, women boycotted tea, made their own linsey-woolsey instead of purchasing British woolen cloth. Following the Revolution, Republican Motherhood emphasized the mother’s responsibility to raise sons to be virtuous citizens and daughters to be mothers of future virtuous citizens. Most notable is woman suffrage activism which grew out of their abolition efforts.

## 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 US history from pre-European settlement to 1877 and use critical thinking evaluate how they particularly impact women.
- Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past
- Describe and evaluate the contributions that various groups of women have made to the American culture.
- Communicate effectively using historical analysis
- Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement

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

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

Students have the opportunity to use the skill of analyzing gender relationships to understand the Euro-American patriarchal system. For example, students can trace changes in American Indian culture as Europeans arrived in North America and the continent became dominated by white Euro-Americans. Indian women who had positions of power became even more marginalized as tribes were forced to adopt Euro-American culture. Kidnapped enslaved African women were subservient not only to their white master and his family but also to enslaved black men. In the North, where white women outnumbered black women, ideas of farm work changed as women, out of necessity, did the same agricultural work as men. While free black women did not directly have a white master, they were more limited than white women because they had fewer educational, and economic opportunities. White women had more opportunities than women of color but they too were constrained by the fact the men, and women, believed they had no place in the public sphere. Although they were citizens, they had limited access to education, to the legal system, and notably were prohibited from voting. While women tended to interact with women of the same ethnicity and race, there cross-cultural diversity did occur. At Fort Vancouver, Indian women's clothing became a combination of Indian and European articles such as leather leggings, beaded moccasins, and calico

	<p>dressess. Interracial racial relationships and interracial marriage did occur not only between Indian women and white men, but also between free black women and white men, and white women with free black men.</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>By studying Northern industrialization students learn about a variety of ethnic and socio-economic changes. The workplace became disassociated with the home and the home increasingly was viewed as a moral and emotional retreat. Since middle class women did not work outside the home because their husbands earned a “family wage,” the work they did within the home was differentiated from that of working class women: it was not recognized as work. Catharine Beech promoted the idea that the woman’s home was a most important democratic institution in which moral, civic, and religious ideas were upheld. Unlike the large rural families, middle class families became smaller indicating the use of contraception, including abortion. Thousands of immigrants arrived in the US from mostly from Ireland, Germany not only altering the ethnic composition, but also creating a greater religious diversity. Unlike her continental European sisters who arrived in family groups and tended to marry within the ethnic group, Irish women often were single and frequently out-married</p>
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**\*\*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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**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
	Cathy Alzner	cathy.alzner@pcc.edu

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

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessle@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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**



Course Prefix and Number:	Hst 205	Course Title:	US Women: 1877-Present
Course Credits:	4.00	Gen Ed Category:	Social Science
Course Description:	Examines women's work in maturing industrial economy, women's reform activities, and changing family and social relationships. Explores class, ethnic, racial, and regional diversity. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	<ul style="list-style-type: none"> <li>• Articulate an understanding of the key events in US history from 1877 to the present and use critical thinking to evaluate how they specifically impact women.</li> <li>• Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past</li> <li>• Describe and evaluate the contributions that various groups of women have made to the American culture.</li> <li>• Communicate effectively using historical analysis</li> <li>• Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement</li> </ul>		

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- \* understanding of their culture and how it relates to other cultures
- \* appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- \* understanding of themselves and their natural and technological environments
- \* ability to reason qualitatively and quantitatively
- \* ability to conceptually organize experience and discern its meaning
- \* 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>Central to the study of modern American women's history are ramifications of historical meanings of difference. Students will learn about and analyze immigration, both foreign and domestic. For example, during the 1920s, African Americans migrated from rural southern towns to urban northern cities to escape racism and to take advantage of new opportunities for work. Amidst racial discrimination, black women contributed to the Harlem Renaissance, they introduced dances such as the Black Bottom and the Cakewalk, and female singers such as Bessie Smith, "Ma" Rainey, and popularized the blues. In the 1930s Billie Holliday became the foremost jazz singer. During WWII, the internment of Japanese and Japanese-Americans had a significant effect upon women and greatly altered their gender role. Formerly subservient to husbands, sons, and brothers, women began speaking out and taking leadership roles within the family. The women's rights movements of the 1960-1980 era significantly changed the cultural climate. The introduction of The Pill in 1960 and the 1972 <i>Roe v. Wade</i> decision allowed women to fully express their sexuality and individual control of their bodies. Minority women worked not only for civil rights within the dominant white culture, but the fought gender discrimination within their own racial groups. Although lesbians did not/do not have the legal rights accorded to heterosexual women, during the late 19<sup>th</sup> century "Boston marriages" were quite common and during the 1930s there were a number of female social activists who had "Boston marriages".</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>C. Understanding of themselves and their natural and technological environments.</p>	<p>Students have ample opportunity to understand themselves and their impact upon the natural and technological environments. Notable are advancements in contraception information and technology ranging from early 19<sup>th</sup> century use of withdrawal, condoms, and pessaries to the mid-20<sup>th</sup> century advent of the birth control pill and the IUD made possible by the efforts by activists such as Emma Goldman, Margaret Sanger, and Mary Calderone.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Discerning that gender roles are culturally determined and can change over time, students learn by examining women in the work force. The 19<sup>th</sup> century white middle class ideology of women belonging in the private sphere of wife and homemaker does not include all women, notably working class women such as Asian garment factory workers and black domestic servants. During WWII, "Rosie the Riveter" propaganda encouraged and praised working women's contributions to the war effort. Twentieth century women have served in the armed forces but mainly as secretaries and nurses. Women in the Women's Air Force Service Pilots (WASPs) were highly trained pilots, one of whom tested the B52 before it was released for combat. The WASP program was eliminated but these women broke ground for future female pilots. The All American Girls Baseball League was formed in response to</p>

	major league baseball players leaving to serve in the armed forces. As WWII veterans returned home, the AAGBL was disbanded. Even though post-war working women were strongly encouraged to return to their “traditional” roles, many women had learned new skills, enjoyed working, and wanted to remain in the workforce. During the 1960s/1970s feminist movement, activists significantly made gains for women in professional jobs dominated by men.
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F. Aesthetic and artistic values.	
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G. Understanding of the ethical and social requirements of responsible citizenship.	Responsible citizenship and civic engagement has a direct correlation with gender. Several notable social movements occurred between 1880 and 1980. After 72 years of suffragists’ activism, all female citizens now have the right to vote. Uniting behind the slogan, “The Personal is Political,” 1970s feminists mobilized for greater access to contraception including the right to abortion. During the Civil Rights movement, activist African American women, and some white women, worked to secure equal rights for all.
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Social Sciences	
<b>Outcomes:</b>	
As a result of taking General Education Social Science courses, a student should be able to:	
<ul style="list-style-type: none"> <li>• Apply analytical skills to social phenomena in order to understand human behavior; and</li> <li>• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.</li> </ul>	
<b>Criteria:</b>	
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"> <li>1. Understand the role of individuals and institutions within the context of society.</li> <li>2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.</li> <li>3. Utilize appropriate information literacy skills in written and oral communication.</li> <li>4. Understand the diversity of human experience and thought, individually and collectively.</li> <li>5. Apply knowledge and skills to contemporary problems and issues.</li> </ol>	

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ul style="list-style-type: none"> <li>• Articulate an understanding of the key events in US history from 1877 to the present and use critical thinking to evaluate how they specifically impact women.</li> <li>• Describe and appreciate the variety of cultural influences on North American women including ethnicity, race, class, ideology, spirituality, legal status, geographical region and the culturally based assumptions that have influenced the perception and behavior regarding women in the past</li> <li>• Describe and evaluate the contributions that various groups of women have made to the American culture.</li> <li>• Communicate effectively using historical analysis</li> <li>• Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement</li> </ul>
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**\*Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

<p>How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?**</p>	<p>Students have the opportunity to analyze gender relationships to understand gender, racial, and class inequality. This can be seen through out the course as students learn about women’s efforts to control fertility. For example, the federal Comstock Act prohibited dissemination of contraceptive information. Middle class women, predominately white, were able to access information that other women were denied. Margaret Sanger broke laws in an attempt to help poor and working class women, eventually founding Planned Parenthood. Poor women and women of color frequently were coerced into sterilization procedures. Examples include poor southern black women who had a “Mississippi appendectomy,” and Native American women and Latinas who, as late as the 1970s, were coerced into signing sterilization permits. Currently, not all major health insurers cover contraceptives and women pay more for health care than men.</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>By studying the second wave feminist movement of the 1960s/1970s students have the opportunity to learn about what life was like for women, including women of color and lesbians before this movement and how women made personal issues, which previously had not had a public forum, into political issues. Students can better understand the diversity of experiences and can apply them to how they see American women in today’s socio-economic and political climate.</p>
<p><b>**Note:</b> Between your answers to the two outcomes questions above, you need to address all five criteria.</p>	

## 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
	Charlie Presti	charlie.presti@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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	HST 240	Course Title:	Oregon History
Course Credits:	4.0	Gen Ed Category:	Social Science
Course Description:	Examines the rich and diverse history of Oregon including the significance of Oregon's frontier heritage and Oregon's role in American history from pre-European contact to the modern era. Explores economic, political, social, and cultural factors in terms of race, ethnicity, gender, class, and religion.		
Course Outcomes:	<ul style="list-style-type: none"> <li>• Articulate an understanding of the key events in Oregon history and use critical thinking to evaluate historical changes and their impact upon society and culture in Oregon and America.</li> <li>• Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon.</li> <li>• Identify culturally-grounded assumptions which have impacted perceptions, behaviors, and policies of Oregonians in the past and assess how culture continues to affect human behavior.</li> <li>• Communicate effectively using historical analysis.</li> <li>• Connect the past with the present to enhance contemporary understanding and encourage civic engagement.</li> </ul>		

#### 8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Oregon has a checkered past when it comes to tolerance of cultures or people deemed "different," and exposure to such darker chapters of the state's history helps students recognize and appreciate the vitality of minority groups
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	<p>and their contribution to the state we live in. The earliest migrants on the Oregon Trail brought with them cultural assumptions and racial attitudes that clashed with the existing multicultural communities of traders, explorers, natives, and Hawaiians in the early 19<sup>th</sup> century. After securing numerical and political hegemony, these migrants legislated against “difference” in the earliest territorial and state constitutions, and forcibly removed tribal peoples to reservations throughout the state. They prohibited slavery AND the presence of free African-Americans, and they denied voting privileges to all minorities and women. Although “homogeneity” was a guiding principle for policy-makers for much of Oregon’s early history, the reality was that other cultures persisted (i.e. African-Americans, Native Americans, and Chinese) and maintained their unique cultural identities. World War II provided economic opportunities for African-Americans and Mexican-Americans, and despite facing discrimination during and after the war, many stayed in Oregon and ushered in a trend toward diversification. By studying the experiences and characteristics of other cultures in Oregon’s history, students gain a broader and more holistic understanding of the cultural heritage of the state.</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>With most courses, student interest and motivation seems to increase when our studies focus on local issues, peoples, or developments. Oregon history revolves around local history, and as such, many students find it instantly relevant as their personal perspective directly relates to many of the topics under study. Interest in state and local history can connect to larger historical developments as students recognize Oregon’s place in the national and global communities. Oregon remained relatively isolated from national and global developments until the mid-19<sup>th</sup> century, when the discovery of gold in California and then industrial forces (i.e. the railroad) thrust her into the national orbit. As the 20<sup>th</sup> century progressed, Oregon became further integrated into national and international affairs. From its shipyard production (that received massive contributions from both women and African-Americans) and agricultural output (that relied on migrant Mexican/Latino labor) during and after WWII to its booming timber industry to its leading role in high-tech services, Oregon in the 20<sup>th</sup> century became an important member of the global market. The roles played by women, from the pioneer era to the present, figure prominently into the curriculum, as do the roles played by the various cultures that have lived in Oregon and helped to shape its modern identity.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>The geography of Oregon has greatly shaped patterns of human development and settlement, and any understanding of Oregon’s history must include familiarity with her environmental characteristics. The state encompasses several ecological zones, each home to native peoples whose varying experiences procuring subsistence from the different regions engendered distinct cultural forms prior to the arrival of Europeans. From the salmon-harvesting Chinook along the temperate mouth of the Columbia to the nomadic bands of Paiute in the arid southeast, a myriad of native cultures made home in the diverse environments in Oregon. White settlers first concentrated along the mouth of the Columbia to engage in the fur trade, and with westward migration and Manifest Destiny along the Oregon Trail, the</p>



	center of activity became the fertile Willamette Valley. Geography and climate hindered Oregon's early economy, but with the forces of industry (i.e. the railroad, steamships), Oregon's economy grew and with it her population. Furthermore, technological advances like the automobile and the highway system influenced population movements, recreational patterns, and forms of cultural expression.
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.	Certainly self-evident reasons abound for learning the history of the place you live in, but the importance of local history goes beyond daily practicality. Developing a sense of place, so important for remaining an informed, compassionate, and responsible citizen in an active democracy, requires both recognizing diversity and adopting a <i>longue duree</i> approach. By studying the origins and evolution of Oregon's political trajectory, students gain insight into the paradigms and considerations that have influenced both voters and policy-makers in the state. Oregon was a pioneer in adopting and utilizing the initiative and referendum during the Progressive Era, and served as a model for direct democracy for the entire nation. This legacy is both celebrated and contested in modern times, and the strengths and weaknesses of direct democracy are considered throughout the course as groups with far different agendas, from William S. Uren's Progressives to the Ku Klux Klan to Bill Sizemore, have used the ballot box to go over the heads of elected officials. Critical analysis of the various sides of divisive issues in recent decades enables students to draw their own conclusions and form their own decisions based upon an understanding of historical processes and their role in creating the modern world. Some of these issues mirror national "culture war" topics, like gay marriage and abortion, while others are more unique to Oregon and her history, like the "owls vs. loggers" controversy, land-use regulation, field-burning, and taxes.

**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 Oregon history and use critical thinking to evaluate historical changes and their impact upon society and culture in Oregon and America.
- Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon.
- Identify culturally-grounded assumptions which have impacted perceptions, behaviors, and policies of Oregonians in the past and assess how culture continues to affect human behavior.
- Communicate effectively using historical analysis.
- Connect the past with the present to enhance contemporary understanding and encourage civic engagement.

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

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

By close examination of primary documents through the writing of essays and meaningful in-class group discussion, students derive their own conclusions about past eras and construct their own knowledge, and in the process come to understand the prevailing factors that influence human behavior. Examples of effective documents include journals of fur traders, the state Constitution, editorials, government reports, personal correspondence, media coverage, etc. Oftentimes important events and processes are born of conflicting ideas and interests, and by conducting “point-counterpoint” exercises based on primary documents, students develop the capacity to acknowledge and appreciate opposing viewpoints and their role in the evolution of human societies. Examples include the debates over polarizing issues in Oregon in recent decades (media editorials regarding land-use regulation, “owls vs. loggers,” etc), to debates in native communities over the implementation of federal Indian policies, such as the controversy surrounding the acceptance of the Indian Reorganization Act on the Siletz Reservation.

How does the course enable a student to “apply knowledge and experience to foster personal growth and

Awareness of historical tradition enriches students’ understanding of current events by enabling them to recognize patterns of continuity and change. However, “tradition” is not the sole product of the dominant culture’s

better appreciate the diverse social world in which we live"?\*\*

historical trajectory, but rather is a dynamic amalgam of input from varied peoples with different worldviews and histories. In order to reinforce this important point, the course includes ample coverage of groups who have suffered discrimination and marginalization by the mainstream society; oftentimes these minority groups are defined by race, ethnicity, religious affiliation, and/or gender. Examples abound in the historical record: Native Americans, women, Chinese, African-Americans, Japanese, Mexican-Americans, homosexuals, Muslims, etc. By hearing the stories of people from such groups who weathered the very conservative and intolerant establishment that characterized Oregon for much of its history and overcame great odds, students gain not only appreciation for diversity, but also inspiration for personal growth.

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

## General Education/Discipline Studies List Request Form

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

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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.**

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
	John Shaw	<a href="mailto:john.shaw4@pcc.edu">john.shaw4@pcc.edu</a>

SAC Chair	Name	E-mail Address
	John Shaw	<a href="mailto:john.shaw4@pcc.edu">john.shaw4@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	<a href="mailto:nancy.wessel@pcc.edu">nancy.wessel@pcc.edu</a>

**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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	HST 246	Course Title:	Religion in U.S. to 1840
Course Credits:	4.00	Gen Ed Category:	<b>Delete everything except the correct category</b> Social Science
Course Description:	Covers the basic features and effects of Native American religious revitalization movements, European backgrounds of Christian denominations, development of different religious groups, church-state relations, the struggle for religious liberty and how they shaped the beliefs, behaviors and institutions of colonial America and the early United States.		
Course Outcomes:	<ul style="list-style-type: none"> <li>• Articulate an understanding of the nature, key events and impact of religion on colonial America and early U.S. life and culture.</li> <li>• Recognize and appreciate the value of a diversity of religious beliefs, behaviors and institutions and how they influenced church-state relations and the struggle for the free exercise of religion.</li> <li>• Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of various religious groups in order to assess how beliefs affect behavior and institutions.</li> <li>• Communicate effectively regarding issues in the history of religion in the United States.</li> <li>• Connect religious heritage with contemporary religious issues to create a more informed perspective and enhance civic literacy.</li> </ul>		

**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.

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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.

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>This course defines culture as “the system of shared beliefs, values, customs, behaviors and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through socialization.” As a major source for our “beliefs, values, customs and behaviors,” religion is defined as “a system of beliefs based on humanity's attempt to explain the universe and natural phenomena” that “requires faith and seeks to organize and influence the thoughts and actions of their adherents.” The Spanish (Catholic), French (Catholic), Dutch (Reformed), Swedish (Lutheran) and British (Anglican, Congregational, Baptist, Presbyterian and Quaker) North American colonies were the cultural and religious “seedbeds” of the United States and “laboratories” for exploring different approaches to the relationship between religion and government. As a result, by the time the United States Constitution was ratified and the disestablishment and free exercise of religion clauses were incorporated into the First Amendment, European Americans had already experienced 150 years of a higher degree of religious diversity than anywhere else in the world. The result of this unparalleled religious pluralism was the creation of unprecedented religious liberty.</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>Students gain an appreciation of history and a personal perspective on religion by utilizing a composite “religiosity factor.” This feature identifies an individual’s religious orientation as traditionalist, centrist, or modernist based on a combination of belief (view of God and the Bible), behavior (religious attendance and prayer) and the importance of religion in their lives. For example, historians can distinguish between traditionalist, centrist, and modernist religious orientations within each of the three largest denominational families in colonial and early America (Mainline Protestants, Dissenting Protestants and Evangelical Protestants).</p> <p>This course also explores historical religious beliefs, behaviors, institutions (churches), events and persons by utilizing interrelated global, regional, ethnic and cultural perspectives like:</p> <ul style="list-style-type: none"> <li>• Native American sacred ways in early America (including precontact civilizations like the Anasazi of the Southwest and the Mississippian moundbuilders centered at Cahokia, and postcontact spiritual revitalization movements like the (founding of the Iroquois Confederacy prior to European contact, Pueblo Revolt of 1680 against Spanish Catholicism, Pontiac’s Revolt against the British in 1763, the “Longhouse Religion” founded by Handsome Lake in the early 1800s and Tecumseh and the Shawnee Prophet’s efforts to thwart U.S. westward expansion during the War of 1812)</li> <li>• Global – Europe – Protestant Reformation, particularly the English Reformation and European colonization of North America (Catholic Spain and France, Dutch Reformed, four waves of English colonization into the Chesapeake and southern colonies, New England, the mid-Atlantic colonies and the trans-Appalachian “backcountry.”</li> </ul>

	<ul style="list-style-type: none"> <li>• African slaves arrived with their own indigenous African and Muslim beliefs and practices.</li> <li>• Within the historical context of women, religion and the family in colonial America and the early United States, many famous “founding mothers and daughters” like Anne Hutchinson, Mary Dyer, Abigail Adams, Judith Sargent Murray, and “Mother” Ann Lee challenged male-dominated religious authority, influenced new avenues of faith and expanded religious freedom in America.</li> <li>• While most European Americans were Protestant Christians who could barely tolerate Catholic Christians, non-Christians, although very few in number, added to the religious pluralism of early America. When some Virginia assemblymen questioned why the preamble of Thomas Jefferson’s landmark <i>Act for Establishing Religious Freedom</i> (1779 – 1786) referred ecumenically to “the holy author of our religion” instead of Jesus Christ, Jefferson noted that the objection “was rejected by a great majority, in proof that they meant to comprehend, within the mantle of its protection, the Jew and the Gentile, the Christian and <i>Mahometan</i>, the Hindoo, and infidel of every denomination.”</li> </ul>
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C. Understanding of themselves and their natural and technological environments.	
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D. Ability to reason qualitatively and quantitatively.	
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E. Ability to conceptually organize experience and discern its meaning.	<p>By examining cultural practices and historical processes and events, students discover why the history of religion is such an important part of the larger story of early America. A focus on the spiritual realm offers rich opportunities for historians to observe and appraise the intersection of diverse cultures (i.e., beliefs and behaviors) and faiths. Many of the descendants of the first colonists of the nation for which the Constitution was written had been seeking to escape religious persecution. The constitutions of several of the original thirteen states prohibited public support of religion (although some did explicitly support or demand adherence to Christianity). Above all, the many varying sects of Christianity (and small numbers of non-Christians) in late 18<sup>th</sup> century America required that to be fair to all, there could be preference to none. The “founding fathers” still wanted the promise of religious liberty to be a “pull” factor enticing persecuted faiths to emigrate to the United States. So, they decided the best means of achieving unity (<i>e pluribus unum</i> – “one from many”) would be to prohibit government from “establishing” religion or interfering with the “free exercise thereof.” This is not to say that the United States was not or is not a religious nation. Religion played a big role in the everyday life of most Americans, then and now. But the founders wanted to create a “free marketplace of religion” where</p>
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	churches would compete and flourish, or fail to attract adherents and fall into obscurity. As James Madison observed, “in a free government, the security for civil rights must be the same as that for religious rights. It consists in the one case in the multiplicity of interests, and in the other the multiplicity of sects.” “Extend the sphere” of freedom and liberty, Madison argued, “and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens.” By using this criteria students recognize that the founders certainly exceeded beyond their wildest expectations, and will be better able to engage in contemporary religious debates and controversies.
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F. Aesthetic and artistic values.	
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G. Understanding of the ethical and social requirements of responsible citizenship.	The United States is a very religious nation, but it is also a culture of surprising religious illiteracy. Despite this lack of knowledge, politicians and the media continue to frame public policy debates with religious rhetoric whose historical context and meanings are missed or misinterpreted by the vast majority of Americans. As a result, we have a major civic problem. This course offers a historical look at the impact of the major religions, religious denominations as institutions and religious ideas on colonial and early American society, many of which still influence contemporary American society. The hope is that if we better understand the nature of our religious heritage, and its impact on the development of the United States, we might be more apt to practice our beliefs with more equanimity. Perhaps looking at the big picture will help us make more informed decisions on contemporary issues, and the ever-debatable line between church and state that affect each of our lives. Then as now, churches and personal religious values continue to play an important role in government policies as well as the decisions of individuals within our society.
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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 nature, key events and impact of religion on colonial America and early U.S. life and culture.
- Recognize and appreciate the value of a diversity of religious beliefs, behaviors and institutions and how they influenced church-state relations and the struggle for the free exercise of religion.
- Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of various religious groups in order to assess how beliefs affect behavior and institutions.
- Communicate effectively regarding issues in the history of religion in the United States.
- Connect religious heritage with contemporary religious issues to create a more informed perspective and enhance civic literacy.

**\*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”?\*\*

Understanding the early history of the United States requires analyzing the cultures of both colonists (voluntary and involuntary) and the indigenous peoples of North America. Identifying how these groups viewed themselves and others as “different” and how they reacted to these differences is a basic component in seeing how and why colonial social, religious and political institutions developed as they did. For example, looking at the American colonies as religious havens underscores the impact of hundreds of different sects and the struggle of early Americans to accommodate these religious differences. In addition, by studying how Evangelical Christian, Enlightenment Deist and Classical republican values affected the colonies students see how the notions of disestablishment and free exercise of religion evolved in America, and how religious liberty was actually understood by different ethnic and religious groups. Such historical thinking allows students to develop a more complete picture of religious orientations across the American religious landscape. Religious orientations, both within and across traditions, correlated with distinctive opinions and behaviors and are critical for understanding the impact of religion on the United States.

How does the course enable a student to “apply

This course enables students to engage in active learning via careful reading, thoughtful discussion, and clear writing. Through the close reading of

knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?\*\*

secondary and primary sources, class discussions and critical-thinking essay exams, students focus on: 1) the contested meanings of religious liberty and freedom; and 2) the social and political conditions that made religious liberty and freedom possible in early America. Without a greater understanding of our pluralistic religious heritage, and its impact on the development of the United States, we as citizens miss out on some of the fundamental motivations of human history and thought, including competing ideas about liberty of conscience and the free exercise of religion. All Americans of whatever religion, varying degrees of religious adherence and practice, or no faith at all need to understand this history. "One of America's continuing needs is to develop, out of our differences, a common vision for the common good. Today that common vision must embrace a shared understanding of the place of religion in public life and of the guiding principles of religious liberty by which people with deep religious differences can contend robustly but civilly with each other."

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

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 106	Credits:	1
Course Title: (60 characters max)	Smoking Cessation	Transcript Title (30 characters max)	
Can this class be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times?	Contact hours: <b>PER TERM</b> Lecture: 10-12 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:
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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 checked="" 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)			
Presents an overview of nicotine addiction and specific evidenced based practices that have been demonstrated to contribute to successful smoking cessation efforts. Audit available.			

**Identify prerequisite, corequisite and concurrent course(s)**

(double click on check box to activate dialog box)

<input checked="" 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 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)**

At the conclusion of this course the student will be able to:

1. Apply knowledge of nicotine addiction to deliver accurate information to individuals and/or groups.
2. Use an understanding of evidenced based smoking cessation strategies and resources to serve as a referral source for individuals who are addicted to nicotine.

**Course activities and design: (from CCOG)**

This is primarily a lecture course. Students will be asked to create a treatment proposal for a specific “client” provided via a case study by the instructor.

**Outcomes assessment strategies: (from CCOG)**

1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.
2. A project that requires the student to synthesize the course material into an appropriate referral for a fictional nicotine addicted subject.

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

- 1) History of Nicotine Use
- 2) Health Consequences
- 3) Epidemiological Data
- 4) Vulnerable Populations
- 5) Stages of Change
- 6) Motivational Interviewing
- 7) Obstacles and Myths about Smoking Cessation
- 8) Evidenced Based Approaches to Smoking Cessation
- 9) Medications and Smoking Cessation
- 10) Smoking Cessation and the 12 Step Community.
- 11) Resources for Smoking Cessation

## 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.

Smoking addiction occurs at a much greater frequency in the addicted population. The cost to the individual, their families and to society at large is immense. Research has demonstrated that smoking cessation is appropriate in primary treatment.

Will this new course be part of an existing, currently approved PCC certificate and/or degree?

☒ Yes

☐ No

Name of certificate(s):		# credit:
Name of degree(s):	Alcohol and Drug Counselor	# credit: 96
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes x <input checked="" 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:		

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

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	Don't know.
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	None

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011
SAC Administrative Liaison	Email	Date
lclausen@pcc.edu	lclausen@pcc.edu	5/5/2011

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 107	Credits:	3
Course Title: (60 characters max)	Addiction Recovery Mentor	Transcript Title (30 characters max)	Addiction Recovery Mentor
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: <b>PER TERM</b> Lecture: 30-36 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" 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)

Presents of overview of Addiction Recovery Mentors skills, resources and evidence-based practices that have been demonstrated to contribute to successful Peer Mentor Programs. Audit available.

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to  
course  
description:

<b>LEARNING OUTCOMES:</b> 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 <a href="#">guidance on writing good outcomes</a> .	
<b>Outcomes: (Use observable and measurable verbs)</b>	<p>At the conclusion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Provide culturally appropriate and trauma informed services to individuals in the process of recovery from addictive disease.</li> <li>2. Use a person centered approach to create a partnership relationship with people in recovery.</li> <li>3. Help formulate with the identified client strengths based recovery plans based.</li> <li>4. Meet the educational requirements as specified by the Department of Human Services Addictions and Mental Health Division that will allow the student to apply for the ACCBO Certified Peer Recovery Mentor.</li> </ol>
<b>Course activities and design: (from CCOG)</b>	
<b>Outcomes assessment strategies: (from CCOG)</b>	<ol style="list-style-type: none"> <li>1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.</li> <li>2. A project that requires the student to synthesize the course material into an appropriate referral including a treatment recommendation for a fictional gambling addicted subject.</li> </ol>
<b>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</b>	<ol style="list-style-type: none"> <li>1. Communication             <ol style="list-style-type: none"> <li>a. Listening Skills</li> <li>b. Problem Solving</li> <li>c. Relationship Building</li> </ol> </li> <li>2. Documentation appropriate to peer delivered services.</li> <li>3. Education specific to peer population.</li> <li>4. Ethics             <ol style="list-style-type: none"> <li>a. Boundaries</li> <li>b. Personal Support System</li> <li>c. Role of Peer Delivered Services</li> </ol> </li> <li>5. Law appropriate to Peer Delivered Services             <ol style="list-style-type: none"> <li>a. Civil Rights</li> </ol> </li> </ol>



	<ul style="list-style-type: none"> <li>b. Fair Housing</li> <li>c. Confidentiality including 42 CFR</li> <li>d. HIPPA</li> <li>e. Mandatory Reporting</li> <li>f. Individual Education Plan</li> <li>g. Individual Family Support Plan</li> </ul> <ul style="list-style-type: none"> <li>6. Resources <ul style="list-style-type: none"> <li>a. Service System</li> <li>b. Social Service Support System</li> <li>c. Advocacy System</li> </ul> </li> <li>7. Wellness ( including tobacco cessation).</li> <li>8. Trauma Informed Services <ul style="list-style-type: none"> <li>a. Definition of trauma</li> <li>b. Manifestations of untreated trauma</li> <li>c. Trauma treatment vs Trauma Informed Services.</li> </ul> </li> </ul>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
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.	New state legislation has created and legitimized peer delivered services in the State of Oregon. Specified education is required to become a Certified Addiction Recovery Mentor via ACCBO.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Associate of Applied Science: Alcohol and Drug Counseling	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" 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:		

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

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	Don't know
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	None
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 108	Credits:	3
Course Title: (60 characters max)	Adolescence and Addiction	Transcript Title (30 characters max)	Adolescence and Addiction
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: <b>PER TERM</b> Lecture: 30 - 36 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" 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 addiction, substance use and abuse from the adolescent point of view. Includes assessment and treatment planning appropriate to this population and considers ethical and legal ramifications. Audit available.

Identify prerequisite, corequisite and concurrent course(s) Must have successfully completed AD 101 and AD 102

(double click on check box to activate dialog box)

<input checked="" 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 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<p>At the conclusion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of specific assessment protocols and treatment strategies to adolescents presenting with substance use concerns.</li> <li>2. Utilize knowledge of adolescence psychology to respond to resistance and other obstacles related to motivation and treatment engagement.</li> <li>3. Employ knowledge of cultural and peer group norms to help facilitate recovery within the context of the client’s family systems.</li> </ol>
Course activities and design: <b>(from CCOG)</b>	This is primarily a lecture course. Students will be asked to create a treatment proposal for a specific “client” provided via a case study by the instructor.
Outcomes assessment strategies: <b>(from CCOG)</b>	<ol style="list-style-type: none"> <li>1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.</li> <li>2. A project that requires the student to synthesize the course material into an appropriate referral for a fictional adolescent who presents with a substance use concern.</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	<ol style="list-style-type: none"> <li>1) Adolescent Developmental Issues</li> <li>2) Childhood Trauma</li> <li>3) Assessing Adolescents</li> <li>4) Suicide Prevention</li> <li>5) Trauma Informed Services</li> <li>6) Assessing Family Systems</li> <li>7) Cultural Assessments</li> <li>8) Core Components of Adolescent Treatment</li> <li>9) Relapse Prevention</li> <li>10) Adolescent Health (including sex education and disease prevention).</li> <li>11) Social Obstacles and Supports</li> <li>12) Resource for Adolescents</li> </ol>

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.	Adolescent Treatment is a growing industry. Trainings specific to the

	treatment of this population are few and far between and the partners (Advisory Board Members, Department of Human Services, Practicum Supervisors) of PCC have reported that there is a need for this type of training. In the State of Washington a course on Adolescents and Addiction is required for certification and our program has an increasing number of students who plan to apply for Washington certification.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Alcohol and Drug Counselor	# credit: 96
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes x <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:		

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes x <input type="checkbox"/> No
<p>If <b>no</b> is selected continue to part three.</p> <p>If <b>yes</b> is selected complete the related instruction form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>.</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) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Don't know.
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	None
Implementation term:	<input type="checkbox"/> Next available term after approval x <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011
SAC Administrative Liaison	Email	Date
lclausen@pcc.edu	lclausen@pcc.edu	5/5/2011

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 109	Credits:	3
Course Title: (60 characters max)	Criminality and Addiction	Transcript Title (30 characters max)	Criminality and Addiction
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: PER TERM Lecture: 30 - 36 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" 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 relationship between substance abuse issues and criminal behavior. Includes assessment of risk for criminal behavior and the likelihood of reoffending and evidenced based treatment protocols relevant to the addicted criminally involved person. Audit available.

Identify prerequisite, corequisite and concurrent course(s) Must have successfully completed AD 101 and AD 102

(double click on check box to activate dialog box)

<input checked="" 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 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<p>At the conclusion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of specific assessment protocols and treatment strategies to addicts with criminal histories.</li> <li>2. Utilize knowledge of criminality to respond to resistance and other obstacles related to motivation and treatment engagement.</li> <li>3. Employ knowledge of cultural and peer group norms to help facilitate recovery.</li> </ol>
Course activities and design: <b>(from CCOG)</b>	This is primarily a lecture course. Students will be asked to create a treatment proposal for a specific “client” provided via a case study by the instructor.
Outcomes assessment strategies: <b>(from CCOG)</b>	<ol style="list-style-type: none"> <li>1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.</li> <li>2. A project that requires the student to synthesize the course material into an appropriate referral for a fictional criminally involved person who presents with a substance use concern.</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	<ol style="list-style-type: none"> <li>1) History of criminality and incarceration in America.</li> <li>2) Over representation of minorities in the criminal justice system.</li> <li>3) The incarcerated experience including sexual crimes in prison.</li> <li>4) Genders differences and criminality.</li> <li>5) Evidenced Based Practices</li> <li>6) Nonviolent Communication and Restorative Justice</li> <li>7) Trauma Informed Services</li> <li>8) Wellness Informed Services</li> <li>9) Risk/Need Assessments</li> <li>10) Key Principles of Interventions working with Criminal Justice Clients</li> <li>11) Social Obstacles and Supports – including Peer Mentors</li> <li>12) Criminal backgrounds and Housing and Employment and Re-entry</li> </ol>

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 criminal justice system is increasingly looking to addiction treatment as a primary means of reducing recidivism. Trainings specific to the treatment of this population are few and far between and the partners



(Advisory Board Members, Department of Human Services, Practicum Supervisors) of PCC have reported that there is a need for this type of training.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Associate of Applied Science: Alcohol and Drug Counseling	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes x <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:		

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

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	Don't know.
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	None
Implementation term:	<input type="checkbox"/> Next available term after approval x <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011
SAC Administrative Liaison	Email	Date
lclausen@pcc.edu	lclausen@pcc.edu	5/5/2011

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 110	Credits:	3
Course Title: (60 characters max)	Prevention	Transcript Title (30 characters max)	Prevention
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: PER TERM Lecture: 30-36 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" 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)

Presents an overview of substance abuse prevention theories and prevention programming applications. Emphasizes theories and models basic to prevention, evidence-based prevention strategies and model programs, strategic planning and outcome evaluation.

**Identify prerequisite, corequisite and concurrent course(s) No Prerequisites.** (double click on check box to activate dialog box)

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to course

description:

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

**Outcomes: (Use observable and measurable verbs)**

At the conclusion of this course the student will be able to:

1. Apply knowledge of prevention, including local and national substance abuse prevention resources, to deliver accurate information to individuals and/or groups.
2. Use an understanding of evidenced based prevention strategies and knowledge of risk and protective factors to serve as a referral source for individuals, families and their communities.
3. Utilize a working knowledge of effective collaboration strategies to contribute to the development of community-based prevention strategies.

**Course activities and design: (from CCOG)**

**Outcomes assessment strategies: (from CCOG)**

1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.
2. A project that requires the student to synthesize the course material into an appropriate substance abuse prevention plan based on data and research for a specific community.

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

1. History of Prevention
2. Models and Theories
  - a. Attachment
  - b. Social bonding theory
  - c. Risk factor/protective factor
  - d. Social development and asset building
  - e. Resilience
  - f. Social norms theory
  - g. Environmental management
  - h. Community building – building social capital
3. Planning and evaluation
  - a. Problem identification

	b. Logic model c. Strategic planning d. Outcome evaluation 4. Resources a. Local b. National c. Bibliographies d. Web Based 5. Cultural issues

## 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 Alcohol and Drug Counselor Program recently dropped the Certified Prevention Specialist Program award. Our intent is to take the three prevention courses that were previously offered and collapse them into one course. We believe that many of our students will be interested in this course as a part of the training as an addiction counselor professional. (In part, their interest may reflect Principle 12: Societal Obligations of ACCBO. <i>The ACCBO certified counselor shall to the best of his/her ability actively engage the legislative processes, educational institutions, and the general public to change public policy and legislation to make possible opportunities and choice of service for all human beings of any ethnic or social background whose lives are impaired by alcoholism and drug abuse</i> ).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	x <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):	Alcohol and Drug Counselor	# credit: 96
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes x <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:		

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

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	
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	None
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 111	Credits:	3
Course Title: (60 characters max)	Gambling and Addiction I	Transcript Title (30 characters max)	Gambling and Addiction I
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: PER TERM Lecture: 30-36 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:
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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	x <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	x <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)			
Presents an overview of gambling addiction and evidence-based practices that have been demonstrated to contribute to successful gambling addiction treatment. This is the first course of a two-course class sequence. Audit available.			

Identify prerequisite, corequisite and concurrent course(s) No Prerequisites. (double click on check box to activate dialog box)

x <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 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<p>At the conclusion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of gambling addiction to deliver accurate information to individuals and/or groups.</li> <li>2. Use an understanding of evidenced based gambling addiction treatment strategies and resources to serve as a referral source for individuals who are addicted to gambling.</li> <li>3. Meet the Addiction Counseling Certification Board of Oregon educational requirements for 2 hours of education for each of the following: Gambling Client Assessment/Intake, Gambling Financial Planning &amp; Budgeting, Gambling Counseling (Individual, Group, Family), Gambling Casemanagement, Professional Responsibility and Ethics, Crisis Intervention, Co-occurring Disorders.</li> </ol>
Course activities and design: <b>(from CCOG)</b>	
Outcomes assessment strategies: <b>(from CCOG)</b>	<ol style="list-style-type: none"> <li>1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	<ol style="list-style-type: none"> <li>1. Definition, Prevalence and Societal Impact of Problem Gambling.</li> <li>2. Neurochemistry of Gambling Addiction</li> <li>3. Screening and Diagnostic Tools for problem/compulsive gambling.</li> <li>4. Consequences of Problematic Gambling</li> <li>5. Evidenced Based Approaches to Gambling Addiction</li> <li>6. Relapse Triggers</li> <li>7. Working with family members</li> <li>8. Cultural Issues</li> <li>9. Trauma Informed and Wellness Informed Services.</li> <li>10. Self-Help Groups, local and national resources.</li> </ol>

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.	Lottery dollars in the State of Oregon provide free



gambling addiction treatment for anyone presenting at approved facilities. Counselors who provide services to these clients need to be certified by ACCBO in Gambling Addiction. AD 111 and AD 112 provide the required academic preparation this certification requires.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Alcohol and Drug Counselor	# credit:96
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes x <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:		

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes x <input type="checkbox"/> No
<p>If <b>no</b> is selected continue to part three.</p> <p>If <b>yes</b> is selected complete the related instruction form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>.</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) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	
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	None
Implementation term:	<input type="checkbox"/> Next available term after approval x <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011
SAC Administrative Liaison	Email	Date
lclausen@pcc.edu	lclausen@pcc.edu	5/5/2011

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Alcohol and Drug Counselor	Submitter name phone and email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Prefix and Course Number:	AD 112	Credits:	3
Course Title: (60 characters max)	Gambling and Addiction II	Transcript Title (30 characters max)	Gambling and Addiction II
Can this class be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: PER TERM Lecture: 30-36 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 <b>Choose the default grade option.</b> 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	x <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	x <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)			
Presents an opportunity to learn evidence-based skills sets and application of those skill sets to individuals presenting with Gambling Addiction concerns. This is the second course of a two-course sequence. Audit available.			

Identify prerequisite, corequisite and concurrent course(s) No Prerequisites. (double click on check box to activate dialog box) AD 111 Gambling Addiction I

x <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 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<p>At the conclusion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Complete an intake on someone presenting with a problematic relationship with gambling.</li> <li>2. Formulate a treatment approach that is appropriate to the specific concerns and issues of the individual presenting for service.</li> <li>3. Provide crisis intervention for an individual and/or family suffering from gambling addiction including suicide assessment and prevention planning.</li> </ol>
Course activities and design: <b>(from CCOG)</b>	
Outcomes assessment strategies: <b>(from CCOG)</b>	<ol style="list-style-type: none"> <li>1. An assessment process that will extract information from lectures, readings and other multimedia presentations via a test of a basic understanding of the targeted concepts.</li> <li>2. A project that requires the student to synthesize the course material into an appropriate referral including a treatment recommendation for a fictional gambling addicted subject.</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	<ol style="list-style-type: none"> <li>1. Selecting and using screening/intake processes for someone presenting with a problematic relationship with gambling.</li> <li>2. Motivational Interviewing and Problem Gambling</li> <li>3. Cultural issues related to treatment and recovery</li> <li>4. Working with the family</li> <li>5. Applying trauma informed and wellness informed services.</li> <li>6. Suicide Screening and Crisis Intervention.</li> <li>7. Financial planning</li> <li>8. Relapse Prevention Planning and Implementation</li> </ol>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>	
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.	Lottery dollars in the State of Oregon provide free gambling addiction treatment for anyone presenting at approved facilities. Counselors who provide services to

these clients need to be certified by ACCBO in Gambling Addiction. AD 111 and AD 112 provide the required academic preparation this certification requires.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		x <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):	Alcohol and Drug Counselor	# credit: 96
Will this new course be part of a new, proposed PCC certificate or degree?		<input type="checkbox"/> Yes x <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:		

Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes x <input type="checkbox"/> No
<p>If <b>no</b> is selected continue to part three.</p> <p>If <b>yes</b> is selected complete the related instruction form available on the curriculum office website, <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>.</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) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	
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	None
Implementation term:	<input type="checkbox"/> Next available term after approval x <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/5/2011
SAC Administrative Liaison	Email	Date
lclausen@pcc.edu	lclausen@pcc.edu	5/5/2011

## Portland Community College

## Course Revision

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 102	Proposed prefix and number	
Current course title	Drug Use and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Considers current drug use and psychological/behavioral aspects of client misuse or addiction. Includes drug chemistry, physiological effects of drug use upon the body and specific treatment formats and techniques. Audit available.	No change

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 (required information for all course revisions)	New learning outcomes
<p>At the conclusion of this course, the student will be able to demonstrate an intellectual understanding of each of the major drug categories including the relevant neurochemistry, physiology, medical consequences of use and treatment strategies and protocols for each drug category.</p> <p>Will know how to access and interpret professional research that supports evidence based practice/best practice relevant to the addiction field.</p>	<p>At the conclusion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1-Explain basic neurochemistry and how drugs and trauma effect it.</li> <li>2- Articulate the effect of trauma and/or the chronic use of drugs on the brain including specific psychological and behavioral impairments.</li> <li>3-Explain how drugs impact other body systems, including common medical conditions associated with drug abuse, i.e. HIV, HCV.</li> <li>4-Identify effects particular to specific drugs of abuse (e.g. up and down regulation, symptoms of use, route of administration, tendency to physical dependency, challenges for recovery, medication assisted treatment).</li> <li>5-Access, interpret and summarize peer-reviewed and evidence-based research regarding substance use, trauma and/or treatment outcomes.</li> </ol>
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

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

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



Current prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes x <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 <a href="#">related instruction website</a> 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 x <input type="checkbox"/> No	
Implementation term	x <input 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the course prefix and number  Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>
<input type="checkbox"/> course number <input type="checkbox"/> title <input type="checkbox"/> description <input checked="" type="checkbox"/> outcomes <input type="checkbox"/> prerequisites and co-requisites  <a href="#">Grade option change</a>	

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 105	Proposed prefix and number	
Current course title	Aging and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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.. <b>Avoid</b> 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers drug and alcohol addiction among older adults, including prescription and other drugs and alcohol, used either alone or in combination. As tolerance to the effects of alcohol and other drugs decline,	No change.

aging adults have higher risk factors. Addresses issues specific to aging, including late onset addiction, effects of use on performance of activities of daily living, treatment issues and co-occurring disorders such as depression or other chronic illnesses. A multicultural perspective is used, including the role of social class and gender issues. Audit available.	
Reason for change	

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>Assess factors concerning age-related changes in relationship to addiction, such as performance of activities of daily living and barriers to treatment</li> <li>Analyze the effects of co-occurring disorders such as depression or other chronic illnesses.</li> <li>Examination of aging and addiction issues from a multicultural perspective, including the role of social class and gender.</li> <li>Distinguish and identify higher risk factors in those who have late onset addiction, including reverse tolerance.</li> </ul>	<ol style="list-style-type: none"> <li>Assess factors concerning age-related changes pertaining to addiction including performance of activities of daily living and barriers to treatment.</li> <li>Analyze the effects in older adults of co-occurring disorders such as trauma, addiction, depression and other chronic illnesses.</li> <li>Examine aging and addiction issues from a multicultural perspective, including the role of class and gender; and the importance of trauma and wellness informed services.</li> <li>Distinguish and identify high risk factors in those who have late onset addiction, including reverse tolerance.</li> </ol>
Reason for change	Needed to add trauma and wellness component to modernize class.

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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes x <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 type="checkbox"/> Yes x <input type="checkbox"/> No	
Implementation term	x <input 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](http://www.pcc.edu/curriculum)

### Section # 2 Department Review

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

Portland Community College  
Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 154	Proposed prefix and number	
Current course title	Client Record Management and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides the student the knowledge and skills needed to plan treatment and manage client records. Explores methods for making decisions regarding goals and objectives to be reached by clients during and after treatment. Covers all aspects of	No change.

client record management including federal and state regulations and American Society of Addiction Medicine (ASAM) placement criteria. Prerequisite: AD 101. Prerequisite/concurrent: WR 122. Audit available.	
Reason for change	

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> <li>1. The student will be able to understand the clinical, legal and regulatory foundation of case management including: a. Patient Placement Criteria (ASAM) b. Federal Confidentiality Regulations (42 CFR, Part 2) c. Health Insurance Portability and Privacy Act (HIPPA) d. Oregon Administrative Rules (OARs) e. Addiction Severity Index</li> <li>2. The student will be able to create a case file that demonstrates their ability to utilize client and collateral information within the ASAM protocol for an assessment.</li> <li>3. The student will be able to develop a treatment plan based on Prochaska and DiClemente’s Stages of Change Model and NIDA’s SMART treatment planning model.</li> <li>4. The student will demonstrate their ability to complete basic clinical documentation including assessment, progress notes, continued stay reviews, discharge summaries and recovery plans.</li> <li>5. The student will demonstrate an ability to complete a basic assessment utilizing</li> </ol>	<p>At the conclusion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1- Create, edit, and maintain accurate, clinically relevant records of A&amp;D client care which meet clinical, legal, regulatory, accreditation, and reimbursement criteria.</li> <li>2- Demonstrate a working knowledge of the legal and clinical parameters governing A&amp;D client continuum of care: induction/intake, assessment, treatment planning, treatment provision, discharge planning, referral, and summary of care.</li> </ol>

<p>strengths based and cultural assessment tools.</p> <p>6. The student will develop a working knowledge of managed health care and insurance consideration in case management.</p> <p>7. The student will develop a working knowledge of computerized records and implications on case management.</p> <p>8. The student will develop knowledge regarding drug testing in general and understand regulations and requirements of chain of custody and confidentiality issues.</p>	
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

<p>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.</p>			
<p><b>Current prerequisites, corequisites and concurrent</b></p> <p>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>			
<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
<p><b>Proposed prerequisites, corequisites and concurrent</b></p> <p>If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>			
<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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011



Portland Community College  
Course Revision

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

☐ course number

☐ title

☐ description

x☒ outcomes

☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 156	Proposed prefix and number	
Current course title	Ethics and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers ethical and legal issues relevant to the alcohol and drug counselor. Prerequisite: AD 101. Prerequisite/concurrent: WR 122. Audit available.	No change

Reason for change	
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<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Upon completion of the course, the student will be able to: 1) Identify and appropriately react to emerging ethical and legal issues in addiction treatment.</p> <p>2) Utilize consultations with supervisors, peers, and colleagues to address legal and ethical issues.</p> <p>3) Demonstrate knowledge of ethical codes, definitions of terms, and ethical concepts.</p> <p>4) Demonstrate ethical reasoning ability utilizing ethical codes and guidelines.</p> <p>5) Produce a professional cover letter and resume.</p> <p>6) Demonstrate ethical behaviors by adhering to established professional codes of ethics in order to maintain professional standards and safeguard the client.</p> <p>7) Adhere to Federal and State laws and agency regulations regarding the treatment of substance use disorders.</p> <p>8) Articulate the importance of seeking information from current counseling and psychoactive substance use research literature to improve client care and enhance counselor professional growth.</p> <p>9) Develop and utilize strategies to maintain</p>	<p><b>Upon successful completion of the course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe and apply ethical principles specific to addictions related professions.</li> <li>2. Identify the major components of ethical codes for helping professions.</li> <li>3. Use a decision making model to address ethical issues, universal values, and principles in ethical dilemmas.</li> <li>4. Communicate personal value system with emphasis on how these values are likely to impact counseling practice.</li> <li>5. Identify the professional organizations for addiction related professionals and the resources they provide.</li> <li>6. Adhere to Federal and State laws and agency regulations regarding the treatment of substance use disorders including being able to Articulate 42 CFR, Part II including the exceptions.</li> <li>7. Evaluate clinical practice within the parameters of evidence based practices.</li> </ol>

their own physical and mental health.  10) Articulate 42 CFR, Part II including the exceptions.	
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Implementation term	<input checked="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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 278	Proposed prefix and number	
Current course title	Practicum Preparation	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides student with the opportunity to demonstrate facility with the documentation required for the A/D practicum course, and develop an individualized plan for success in practicum. Prerequisite/Concurrent: AD 101, 102, 150, 151, 156, and WR 121.	No change.

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 (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> <li>1. Use an understanding of the relationship between PCC A&amp;D Practicum and the Addiction Counseling Certification Board of Oregon to create a course of action that will result in being eligible for CADC I certification</li> <li>2. Create an addiction treatment specific cover letter, resume and an updated academic plan.</li> <li>3. Work within the acceptable norms of professional behavior within an addiction treatment setting.</li> <li>4. Effectively utilize clinical supervision.</li> <li>5. Apply an understanding of the Criminal History check process to the practicum site requirement.</li> </ol>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Create an academic plan that will facilitate their movement into practicum on the date they have targeted for entry.</li> <li>2. Develop an action plan that will result in being eligible for addiction counseling certification.</li> <li>3. Build a cover letter and resume that is specific to addiction treatment.</li> <li>4. Utilize job search and interview skills (including knowledge of requirements) appropriate to an addiction treatment setting.</li> </ol>
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

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

<p align="center"><b>Current prerequisites, corequisites and concurrent</b></p> <p align="center">If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>	
<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

## 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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Mathematics	Submitter name Phone Email	Alex Jordan and Chris Hughes Hughes: 7691 alex.jordan@pcc.edu christopher.hughes1@pcc.edu
Course Prefix and Number:	MTH 84	# Credits:	1
Course Title: 60 characters max	Introduction to LaTeX	Transcript Title (30 characters max)	Intro to LaTeX
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours: PER TERM	Lecture: 10 hours Lec/lab: 0 hours Lab: 0 hours
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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"/>	
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: <b>Identify only fees that are above and beyond the usual PCC fees</b>			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Explores the power of LaTeX for use at school or home for mathematical documents and other applications. Prerequisite: WR 115, RD 115, and MTH 20 or equivalent placement test scores.		

**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](http://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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

Upon successful completion of the class a student will be able to:

- successfully install LaTeX and its related components on a home/personal computer
- use their familiarity with LaTeX and various templates acquired from the course to compose Mathematical documents, presentations, reports
- access various resources, such as <http://ctan.org>, to obtain additional LaTeX packages.

Course  
activities and  
design:  
(from CCOG)

Outcomes  
assessment  
strategies:

Assessment must include:

- attend 80% or more of class meetings for pass consideration

At least one of the following:

- weekly document assignments
- portfolio of templates
- in class group work
- cumulative assignment
- level specific assignment (e.g lab write up for MTH 251)

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

1. Set up and compiling options
  - installing LaTeX, ghostscript, ghostview, and an IDE
  - pdflatex
2. Simple documents
  - simple equations
  - labeling and referencing equations
  - titles, authors, page numbers
  - font sizes and styles, page sizes, line spacing (using geometry package)
  - itemize, enumerate, \bf, \em, fancyhdr
  - hyperlinks in pdf files (using hyperref package)
  - interpreting .log files
  - fixing mistakes
3. More advanced features

	<ul style="list-style-type: none"> <li>• advanced equations and equation arrays</li> <li>• new commands</li> <li>• new environments, counters, theorems</li> <li>• align equations left/right, change spaces between equations in equation array (<math>\backslash</math> jot)</li> <li>• color package</li> <li>• installing new packages (using mktexlsr for example)</li> </ul> <p>4. Figures and tables</p> <ul style="list-style-type: none"> <li>• including pictures and figures (.bmp, .jpg, .eps, etc)</li> <li>• tables</li> <li>• subfigure, subtable, longtable</li> <li>• captions (using caption package to change to small, hanging, bold, italic, etc)</li> <li>• rotatebox</li> <li>• minipages, multicols</li> </ul> <p>5. Advanced documents (such as projects, thesis)</p> <ul style="list-style-type: none"> <li>• sections, sub sections</li> <li>• table of contents (toc), list of figures (log), list of tables (lot)</li> <li>• refcheck (using refcheck package)</li> <li>• beamer class for presentations</li> </ul> <p>6. Optional Content</p> <ul style="list-style-type: none"> <li>• latex2html</li> <li>• batch/bash files</li> <li>• bibliography (using bibtex)</li> <li>• index (using makeindex)</li> <li>• xypic</li> <li>• pstricks</li> </ul>
Reason for the new course	<p>We constantly encourage our students to put a great deal of attention into the presentation of their work. There are many students going into STEM related fields-when they reach the college level, they will be required to typeset technical content. LaTeX is one of the standard choices in higher levels of academia, and by providing this course we encourage the intelligent typesetting of beautiful documents.</p>

Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	This is a pre-college course. It will not transfer.
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 type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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 checked="" 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):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No, no other LaTeX course exists at PCC.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No. This course will not impact any other SAC.
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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. This course will not impact any other department.
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Scot Leavitt	sleavitt@pcc.edu
SAC Administrative Liaison	Email
Alyson Lighthart	alyson.lighthart@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 <sup>th</sup> floor.	

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number  
☐ title  
☒ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Mathematics	Submitter name Phone Email	Scot Leavitt X4478 sleavitt@pcc.edu
Current prefix and number	MTH 251	Proposed prefix and number	
Current course title	Calculus I	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	n/a		

<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. <b>Avoid</b> 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	
<b>Current Description</b> <b>(required information for all course revisions.</b> <b>Include requisites)</b>	<b>Proposed Description</b> <b>(include requisites)</b>
Includes limits, continuity, derivatives and applications of derivatives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 112 or CMET 131; and their prerequisite requirements. Student must also register for a MTH 251 lab section.	Includes limits, continuity, derivatives and applications of derivatives. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 112 or CMET 131; and their prerequisite requirements.
<b>Reason for change</b>	We deleted the last sentence. We used to have a "pick and choose" model for students: they could pick any lecture section and any lab section. We no longer offer the lecture and lab as two separate sections. Now a single CRN has both the lecture and lab paired up. Therefore, this language is confusing and outdated.

**NOTE:** I deleted the sections that aren't relevant. I'm trying to minimize the size of your 1234 page agendas.

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Implementation term</b>	<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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
<b>SAC Chair</b>	<b>Email</b>	<b>Date</b>
Scot Leavitt	<a href="mailto:sleavitt@pcc.edu">sleavitt@pcc.edu</a>	13 May 2011
<b>SAC Administrative Liaison</b>	<b>Email</b>	<b>Date</b>
Alyson Lighthart	<a href="mailto:alyson.lighthart@pcc.edu">alyson.lighthart@pcc.edu</a>	13 May 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Medical Imaging	Submitter name phone and email	Virginia Vanderford 503-977-4907 vvanderf@pcc.edu
Prefix and Course Number:	CTT 104	Credits:	1
Course Title: (60 characters max)	Cross Sectional Anatomy Review	Transcript Title (30 characters max)	Cross Sectional Anatomy Review
Can this class be repeated?	<input type="checkbox"/> YesXX <input type="checkbox"/> No	How many times? 1	Contact hours: <b>PER TERM</b> 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 type="checkbox"/> No XX	Prefix, number and title:
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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"/> x	<input type="checkbox"/> xx	
Pass/No pass	<input type="checkbox"/> x	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/> x	<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)			
Provides a comprehensive review of cross sectional anatomy of all body systems, review of anatomical landmarks and an understanding of normal versus abnormal anatomy and is a hybrid course – both classroom and on-line components. Department permission required. Prerequisites: CTT 101, CTT 102 and CTT 103 or equivalent.			

**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: CTT 101, CTT 102, CTT 103 or equivalent	xx <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:	Students who successfully completed Sectional Anatomy courses while attending other professional programs, may, with department's permission, enroll in this course without taking prerequisites. Successful completion of this course will allow student to proceed in the Computed Tomography Program. This course may be repeated one time.		

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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<p>Upon completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>A. Apply knowledge of cross sectional anatomy to obtain appropriate images in trans-axial, coronal, sagittal and oblique planes of all body systems,</li> <li>B. Apply knowledge of anatomical landmarks used for positioning, centering and determining scan completion for Computed Tomography imaging.</li> <li>C. Differentiate between normal and abnormal sectional anatomy to provide appropriate images for each procedure.</li> <li>D. Apply radiation safety principles and practices as prescribed by professional standards.</li> </ol>
Course activities and design: <b>(from CCOG)</b>	Review all concepts and previously presented materials during lecture and on-line components. Complete all on-line course components. Successful completion of (75% or better) both midterm and final examinations.
Outcomes assessment strategies: <b>(from CCOG)</b>	<ol style="list-style-type: none"> <li>A. Successful completion of on-line study units by end of term.</li> <li>B. Successful completion of classroom exercises and homework.</li> <li>C. Achievement of at least 75% or better on both midterm and final examinations</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	<p>The student will demonstrate understanding of the following themes, issues, concepts, and develop the following skills:</p> <p><b>THEMES, CONCEPTS, ISSUES</b></p> <ol style="list-style-type: none"> <li>A. <b>Head</b> <ol style="list-style-type: none"> <li>1. Normal Anatomy of the Head <ul style="list-style-type: none"> <li>• Soft tissue structures</li> <li>• Bony structures</li> <li>• Vascular structures</li> </ul> </li> <li>2. Normal versus Abnormal Anatomy <ul style="list-style-type: none"> <li>• Pathology</li> <li>• Trauma</li> </ul> </li> <li>3. Anatomical Landmarks <ul style="list-style-type: none"> <li>• Patient Positioning</li> <li>• Exam Completion</li> </ul> </li> <li>4. Technical Factors versus anatomy appearance</li> </ol> </li> </ol>



- Slice thickness
- Algorithm

## **B. Neck**

1. Normal Anatomy of the Neck
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

## **C. Chest/Thorax**

1. Normal Anatomy of the Chest/Thorax
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

## **D. Abdomen**

1. Normal Anatomy of the Abdomen
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness

- Algorithm

## **E. Female Pelvis**

1. Normal Anatomy of the Female Pelvis
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

## **F. Male Pelvis**

1. Normal Anatomy of the Male Pelvis
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

## **G. Spine / Spinal Cord**

1. Normal Anatomy of the Spine/Spinal Cord
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

**H. Upper Extremities/Joints**

1. Normal Anatomy of the Upper Extremities/Joints
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

**I. Lower Extremities/Joints**

1. Normal Anatomy of the Lower Extremities/Joints
  - Soft tissue structures
  - Bony structures
  - Vascular structures
2. Normal versus Abnormal Anatomy
  - Pathology
  - Trauma
3. Anatomical Landmarks
  - Patient Positioning
  - Exam Completion
4. Technical Factors versus anatomy appearance
  - Slice thickness
  - Algorithm

**COMPETENCIES OR PROCESS SKILLS**

- A. Observe unit presentations, complete worksheets, on-line unit quizzes, midterm and final examinations.

**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 must demonstrate knowledge of the body in cross-sectional image in order to provide diagnostic images for all procedures. This capstone course reviews all pertinent information and assesses the student's knowledge of each body system.

Students who attended other imaging programs may enroll in this

	course, with Program permission, as a means of assessing their retention of previously learned cross-sectional anatomy.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		<input type="checkbox"/> Yes xx <input type="checkbox"/> No
Name of certificate(s):	Computed Tomography	# credit: 17
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 course will be a requirement for students enrolled in the certificate program.	

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

<b>Section #3 Additional Information for new CTE courses</b>	
How or where will the course be taught. Check all that apply	x <input type="checkbox"/> on campus   x <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 is dependent upon the institutions requirements.
<b>Impact on other Programs and Departments</b>	
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 AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Gayle Wright	gwright@pcc.edu	4-18-11
SAC Administrative Liaison	Email	Date
Virginia Vanderford	<a href="mailto:vvanderf@pcc.edu">vvanderf@pcc.edu</a>	4-18-11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	College Success Skills (DE SAC)	Submitter name Phone Email	Kathy Bernunzio X4190 kbernunz@pcc.edu
Current prefix and number	MTH 20	Proposed prefix and number	
Current course title	Basic Math	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
Use fractions, decimals, percents, integer arithmetic, measurements, and geometric properties to write, manipulate, interpret, and solve application and formula problems. Introduce concepts of basic statistics, charts and graphs. Concepts will be introduced numerically, graphically, and symbolically, and in oral and written form. A scientific calculator is required. The TI-20X II is recommended. Prerequisite:	Use fractions, decimals, percents, integer, measurements to write, manipulate, interpret, and solve application and formula problems. Introduce concepts of basic statistics. A scientific calculator is required. The TI-20X II is recommended. Prerequisite: (ABE 0750 or placement into Mth 20) and (placement into RD 80 or ESOL 250).

(ABE 0750 or placement into Mth 20) and (placement into RD 80 or ESOL 250).	
Reason for change	To adjust to the new list of skills.

**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"> <li>Choose and perform accurate arithmetic computations in a variety of situations with and without a calculator.</li> <li>Present and interpret results in numeric, graphics, and written form.</li> <li>Creatively and confidently apply mathematical problem solving strategies.</li> <li>Meet the prerequisite for future course work.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and perform accurate arithmetic computations in a variety of situations with and without a calculator.</li> <li>Creatively and confidently apply mathematical problem solving strategies.</li> <li>Meet the prerequisite for future course work.</li> </ul>
Reason for change	To adjust to the new list of skills.

**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
------------------	---------------------------------------	--------------------------------------	----------------------------------

#### 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prerequisite for courses or programs.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (if AFTER the next available term) FALL 2011
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

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



## Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

#### Note:

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

[General Education Request Information](#)

### 6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Ben Buswell	benjamin.buswell@pcc.edu
SAC Chair	Name	E-mail Address
	Marie Sivak	msivak@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Kate Dins	kdins@pcc.edu

### 7. Complete the following Course Information:

Course Prefix and Number:	ART 119	Course Title:	BASIC DESIGN- 4D FOUNDATIONS
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Course Prefix and Number:	Art 119	Course Title:	Basic Design- 4D Foundations
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Course Description:	<p>Introduces the basic principles of time, as it relates to the creative arts, which include the notion of occurrence and the episodic, duration, tempo, intensity, scope and context. Introduces concepts, processes and basic use of related tools and technology in preparation for continuing fine and design art work at the 200 level.</p> <p>A foundations studio experience centering on creative problem solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. Uses a broad range of materials, techniques and projects to engage concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 114 may be taken in any sequence.</p>
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Course Outcomes:	<ul style="list-style-type: none"> <li>• Assess, evaluate, appreciate, respect and apply design and sources of design with increasing perceptual awareness and understanding in daily living.</li> <li>• Apply the elements of time to visual and temporal problems with the use of a variety of composing and editing methods.</li> <li>• Use basic vocabulary of time based concerns in critique of one's own work and others in both written and oral form.</li> <li>• Synthesize concepts of 4D design and it's relationship to other foundation level areas of study and exploration.</li> <li>• Create personally significant works of time based art, applying basic design concepts and techniques.</li> <li>• Develop creative solutions to 4D design problems.</li> </ul>
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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.	Assess, evaluate, appreciate, respect and apply design and sources of design with increasing perceptual awareness and understanding in daily living.
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.	Discuss and understand historical and contemporary perspectives in the use of visual elements and time based art principles and their relationship to content and manifestation of ideas.
C. Understanding of themselves and their natural and technological environments.	Synthesize concepts of 4D design and it's relationship to other foundation level areas of study and exploration.
D. Ability to reason qualitatively and quantitatively.	Observe and demonstrate understanding of the effect of visual elements and art principles evidenced through the design process.
E. Ability to conceptually organize experience and discern its meaning.	Use basic vocabulary of time based concerns in critique of one's own work and others in both written and oral form.
F. Aesthetic and artistic values.	Apply the elements of time to visual and temporal problems with the use of a variety of composing and editing methods.
G. Understanding of the ethical and social requirements of responsible citizenship.	Create personally significant works of time based art, applying basic design concepts and techniques.

### 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.\*

- Assess, evaluate, appreciate, respect and apply design and sources of design with increasing perceptual awareness and understanding in daily living.
- Apply the elements of time to visual and temporal problems with the use of a variety of composing and editing methods.
- Use basic vocabulary of time based concerns in critique of one's own work and others in both written and oral form.
- Synthesize concepts of 4D design and its relationship to other foundation level areas of study and exploration.
- Create personally significant works of time based art, applying basic design concepts and techniques.

**\*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"?\*\*

In this course students create personal works of 4D Design, which demonstrate an introductory level of understanding of temporal ideas, and the processes, materials, and techniques associated with them. By engaging in the process of making time-based they find and develop ways of solving problems using a variety of strategies and techniques. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about time-based art with others. Ultimately the course gives them the ability to understand, interpret, and enjoy time-based art of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values and ethics within a range of human

Time-based art is a relatively new form of art-making which has its roots in early film, theater and performance work, but has now adapted itself to new technologies. This wide cross-section of techniques is used today both in the fabrication of performative environments we inhabit as well as to create

experience and expression to engage more fully in local and global issues"?\*\*

works of art. As the students engage in creating their own works of time-based art in they develop a heightened awareness of the physical world and it's existence in time, the nature of the relationship of human beings to it, and our impact on it. They are able to solve physical problems using a variety of strategies. They develop knowledge of the history of time arts and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making these works, looking at historical and contemporary examples, and participating in critical dialogue students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues.

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

## Social Sciences

### Outcomes:

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

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

### Criteria:

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

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

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

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

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

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

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

## Science or Computer Science

### Outcomes:

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

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

### Criteria:

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

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

In addition:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
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**\*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”?**	
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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”?**	
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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”?**	
<b>**Note:</b> Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	



## Mathematics

### Outcomes:

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

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

### Criteria:

A collegiate level Mathematics course should require students to:

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

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

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

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

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

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

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number  
☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 101	Proposed prefix and number	
Current course title	Fitness Technology Seminar	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Explores careers in the fitness and health industry. Practical experience and insight into the role of a fitness/ health professional in health and fitness clubs and community based wellness centers, including self promotion. Practical knowledge and skill in teaching psychomotor movement. Concepts, skills, and methodology required in becoming a successful instructor of movement. Prerequisite: MTH 65, WR 121, and current Fitness Technology student or	No change

instructor approval.		
Reason for change		

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

Current learning outcomes	New learning outcomes
1. Research and apply data to choose a career path in the Health and Fitness industry 2. Use current trends to determine valid applications of motor skill movement 3. Teach a physical activity and movement class. 4. Utilize knowledge from the course to pass the American Red Cross FIT ( Fundamentals of Instructor Training) certification 5. Use competencies and successful skill sets for self promotion in the Health and Fitness industry	A. Research and apply data to choose a career path in the Health and Fitness industry. B. Use current trends to determine valid applications of motor skill movement. C. Teach a physical activity and movement class. D. Use competencies and successful skill sets for self promotion in the Health and Fitness industry.

Reason for change	American Red Cross is no longer offering the FIT (Fundamentals of Instructor Training) certification.
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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 checked="" type="checkbox"/> Placement into: Add after prereq's: “, <b>and current Fitness Technology student or instructor approval.</b> ”			
prefix & number: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<input checked="" 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 102	Proposed prefix and number	
Current course title	Injury Prevention & Management	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Injury Prevention & Management Provides information and knowledge concerning prevention & rehabilitation of athletics/sports/fitness injuries. Emphasis is placed on preventing injuries from occurring, learning strategies for reducing athletes' risk of injury or illness, creating safe environments, ensuring proper fit & use of protective sporting equipment and developing emergency action plans. Students who satisfactorily complete the	Information and knowledge concerning prevention and rehabilitation of athletics/sports/fitness injuries. Emphasis is placed on preventing injuries by reducing risks for injury or illness, creating safe environments, ensuring proper fit and use of sporting equipment, and implementing emergency action plans. Students who satisfactorily complete the requirements will be eligible for first responder certifications (i.e. CPR, first aid, etc.).

requirements will be eligible for the following American Red Cross certifications: 1) Sports Safety Training, 2) First Aid, 3) CPR/AED - Adult & Child.	
Reason for change	Taking out American Red Cross due to continually changing certification types and names and changing the wording overall for clarity.

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

Current learning outcomes	New learning outcomes
1. Distinguish between acute & chronic injuries for clients. 2. Administer first aid and life support in sudden illness & emergency situations 3. Integrate injury prevention techniques and fitness principles to prevent & manage mild to moderate injuries and assist with returning athletes to play.	A. Distinguish between acute and chronic injuries for clients. B. Administer first aid and life support in sudden illness and emergency situations. C. Integrate injury prevention techniques and fitness principles to prevent and manage mild to moderate injuries and assist with returning athletes to play.

Reason for change	Just taking out the ampersands, changing the bullets to A,B,C, and adding periods at the end.
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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: MTH 65	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: WR 121	<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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 104	Proposed prefix and number	
Current course title	Fitness Assessment/Program I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces fitness testing for apparently healthy populations. Covers cardiovascular fitness, muscular strength and endurance, flexibility, and body composition in both individual and group assessments. Prerequisites: HPE 295 and FT 131.	No change
Reason for change	



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

Current learning outcomes	New learning outcomes
A. Develop, demonstrate, and implement appropriate fitness assessments for the healthy population. B. Interpret fitness assessment results accurately for varied healthy adult populations. C. Sit for ACSM Certified Personal Trainer Certification or equivalent	A. Develop, demonstrate, and implement appropriate fitness assessments for the healthy population. B. Interpret fitness assessment results accurately for varied healthy adult populations. C. Conduct and interpret appropriate pre-test screening tools for an apparently healthy client.

Reason for change	Need to take out the certification outcome. Added outcome related to pre-test screening, which is an essential part of the course.
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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**

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

☐ Placement into: .

prefix & number: HPE 295	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into:

prefix & number:	<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 <a href="#">related instruction templates</a> .	<input checked="" 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 term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 105	Proposed prefix and number	
Current course title	Fitness Assessment/Program II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Introduces individual and group exercise plan development and progression for cardiorespiratory, muscular strength/ endurance, flexibility/balance, body composition and fitness/balance, body composition and fitness/sport performance. Prerequisites: FT 104.	No change
Reason for change	

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

Current learning outcomes	New learning outcomes
A. Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM guidelines. B. Interpret fitness assessment data and use data to develop individual plans to achieve cardiorespiratory, muscular strength/endurance, flexibility/balance, body composition and fitness/sport performance goals. C. Sit for ACSM CPT and HFS Certifications.	A. Develop, demonstrate, and implement appropriate fitness programs for healthy individuals, according to ACSM guidelines. B. Interpret fitness assessment data and use data to develop individual plans to achieve cardiorespiratory, muscular strength/endurance, flexibility/balance, body composition and fitness/sport performance goals.

Reason for change	Take out last outcome related to certification.
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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: FT 104	<input checked="" 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 <a href="#">related instruction templates</a> .	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The removal of CAS 133 as a prerequisite for this class and as Certificate & Degree requirement was made over a year ago & Computer Application Systems was notified. This is a well over due clean up of the CCOG.
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Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term
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Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

**Section # 2 Department Review**

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 201	Proposed prefix and number	
Current course title	Fitness Assess & Prog III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Explores the needs and abilities of individuals outside of ACSM's guidelines for apparently healthy populations. Emphasis is on modification of movement, exercise, equipment, and assessments for these individuals/groups. Includes advanced testing procedures, modification of assessments, and modified exercise programming for these individuals/groups. Prerequisite: FT 105.	No change

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
A. Develop, modify, design, and implement appropriate fitness assessments for special populations. B. Interpret fitness assessment data for clients using published normative charts, other standardized interpretation methods, and personal evaluations. C. Develop individualized fitness programs, according to ACSM guidelines that are aimed at achieving cardiorespiratory, muscular strength/endurance, flexibility/balance, body composition and fitness/sport performance goals for special populations. D. Sit for the ACSM HFS certification, or equivalent.	A. Develop, modify, and implement appropriate fitness assessments for special populations. B. Interpret fitness assessment data for special populations using published normative charts, other standardized interpretation methods, and personal evaluations. C. Develop individualized fitness programs for special populations following established guidelines and protocols.

Reason for change	Take out last outcome related to certification, add “special populations” to outcome B, and refine wording on outcomes A and C.
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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: FT 105	<input checked="" 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11



## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 202	Proposed prefix and number	
Current course title	Fitness and Aging	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: HPE 295 and FT 131, or instructor approval.	No change
Reason for change	

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

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

Current learning outcomes	New learning outcomes
A. Apply basic exercise physiology principles when working with an aging population. B. Analyze the trends and research in fitness and aging to make informed decisions regarding exercise testing and programming for older adults. C. Alter exercise programs and fitness testing protocols as needed for an older population. D. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults. E. Sit fitness instructor certification exams that have an emphasis on working with older adults.	A. Apply basic exercise physiology principles when working with an aging population. B. Analyze the trends and research in fitness and aging to make informed decisions regarding exercise testing and programming for older adults. C. Alter exercise programs and fitness testing protocols as needed for an older population. D. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults.

Reason for change	Take out last outcome related to certification.
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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

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

☐ Placement into: .

prefix & number: HPE 295	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 131	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

#### Proposed prerequisites, corequisites and concurrent

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

☐ Placement into:

prefix & number:	<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.

- ☐ Yes  
☐ No

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

**Section # 2 Department Review**

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 <a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 203	Proposed prefix and number	
Current course title	Fitness Promotion	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Covers skills that promote healthy and fit lifestyles to both individuals and groups in a variety of fitness disciplines. Introduces skills to promote success in the job market. Prerequisite: FT 280 or instructor approval.	Explores how to market and implement individual and group projects within the fitness industry, including self-promotion. Covers business and marketing skills that are needed for success in the fitness industry. Prerequisite: FT 280 or instructor approval.
Reason for change	Course has been revised in the last year. This description more accurately reflects the current course.

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

Current learning outcomes	New learning outcomes
A. Develop and implement activities/events to promote fitness for individuals and/or groups. B. Analyze data and results to determine program success. C. Acquire necessary written and communication skills to obtain employment in the fitness industry. D. Apply concepts and skills from a variety of disciplines to implement successful promotions	A. Develop and implement activities/events to promote fitness for individuals and/or groups. B. Promote oneself in the fitness industry using effective written and oral communication skills. C. Apply concepts, skills, and strategies from a variety of disciplines to implement successful marketing promotions.

Reason for change	Delete outcome B and refine the last two outcomes due to course changes.
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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**

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

☒ Placement into: Add after FT 280 **“or Instructor Approval.”**

prefix & number: FT 280	<input checked="" 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**

☐ 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 <a href="#">related instruction templates</a> .	<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.

☐ Yes  
☒ No

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

## Section # 2 Department Review

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 204	Proposed prefix and number	
Current course title	Exercise Science II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Continues application of physiological concepts from Exercise Science I. Introduces concepts of environmental conditions, advanced training adaptations, and clinical exercise physiology. Includes additional time in the lab setting learning metabolic and ECG stress testing. Prerequisite: FT 104 and FT 107, or instructor approval.	

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

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

Current learning outcomes	New learning outcomes
A. Utilize physiological concepts within exercise science to determine relevant and valid applications for healthy, athletic, and clinical populations. B. Interpret basic physiological concepts and apply those to more complex concepts, situations, and clients in the field of Exercise Science. C. Sit for an intermediate/advanced fitness instructor certification.	A. Utilize physiological concepts within exercise science to determine relevant and valid applications for healthy, athletic, and clinical populations. B. Interpret basic physiological concepts and apply those to more complex concepts, situations, and clients in the field of Exercise Science.

Reason for change	Need to take out the last outcome related to certification.
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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: Add after prereq's “, <b>or instructor approval.</b> ”			
prefix & number: FT 107	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 104	<input checked="" 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 <a href="#">related instruction templates</a> .	<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.

- ☐ Yes  
☒ No

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

#### Section # 2 Department Review

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	FT 280	Proposed prefix and number	
Current course title	CE: Fitness Technology	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p><b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below</p>			
Current Description		Proposed Description	
Provides required practicum experiences for Fitness Technology majors. Required: 3rd term standing, current First Aid and CPR/AED certifications, and instructor permission.		Provides required internship experiences for Fitness Technology majors. Requires third term standing, current First Aid and CPR/AED certifications, and instructor permission.	
Reason for change	Change "practicum" to "internship" and slight wording change in second sentence.		

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

Current learning outcomes	New learning outcomes
A. Acquire knowledge regarding employment opportunities in the fitness industry. B. Apply knowledge obtained from previous Fitness Technology courses in the actual job setting. C. Design and implement a fitness related program or project at student's job site. D. Gain on-the-job working experience and skills that will lead to potential employment in the fitness industry.	A. Acquire knowledge regarding future employment opportunities in the fitness industry. B. Apply knowledge obtained from previous Fitness Technology courses in an actual job setting. C. Design and implement fitness-related programs or projects in a job setting.

Reason for change

Deleting the last outcome and refining the wording on the remaining outcomes.

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

**Current prerequisites, corequisites and concurrent**

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

☒ Placement into: **“Requires third term standing, first aid and CPR/AED certifications, and instructor permission”.**

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**

☐ 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.

☐ Yes  
☒ No

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

#### Section # 2 Department Review

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Janeen Hull 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 162 J	# Credits:	1
Course Title: 60 characters max	Brazillian Jiu Jitsu	Transcript Title (30 characters max)	Brazillian Jiu Jitsu
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? 2	Contact hours: PER TERM	Lecture: Lec/lab: Lab: 30

**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 checked="" 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 <input checked="" type="checkbox"/> No	Course Number and Title  
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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)	Improve fitness, health and overall wellness through Brazilian Jiu Jitsu (BJJ) fitness activity. Covers basic knowledge and skills needed (such as movements, positions, and concepts) in a progressive skill building approach. Proper technique, mobility, pressure and leverage awareness is emphasized. This class is for those interested in establishing a foundational knowledge of BJJ; or for those who would like to learn self defense utilizing ground techniques. Both Gi techniques and non-Gi techniques will be taught in the class. Students will be required to obtain Gi by the 3 <sup>rd</sup> week of class.
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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](http://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](http://www.pcc.edu/curriculum)

**Learning  
Outcomes:**  
(Use observable  
and measurable  
verbs)

- Improve overall physical conditioning through participation in Brazilian Jiu Jitsu, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Perform safe and effective self defense skills and techniques.
- Apply learned skills, technique and knowledge in belt rank advancement tests.
- Develop a lifelong fitness, health, and wellness program.
- Experience the relationship of the mind, body and spirit.

**Course  
activities and  
design:**  
(from CCOG)

- Basic form - movements
- Self defense skills
- Balance and focus drills
- Sport etiquette/rules

**Outcomes  
assessment  
strategies:**

- Attendance and Participation
- Discussion
- Practical Exams
- Skill Assessment (via demonstration)

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

- Learn and practice proper warm-ups and cool-downs
- Basic sparring movements, including defensive and offensive movements
- Body awareness, mechanics and alignment

**Reason for the  
new course**

To meet the needs of the ever-changing student body and to better differentiate among the various styles of group fitness courses offered at PCC.

Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses
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 checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s)		

regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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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
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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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
Janeen Hull	<a href="mailto:Jan.hull@pcc.edu">Jan.hull@pcc.edu</a>
SAC Administrative Liaison	Email
John Saito	<a href="mailto:John.satio15@pcc.edu">John.satio15@pcc.edu</a>
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 <sup>th</sup> floor.	



## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Janeen Hull 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 162 K	# Credits:	1
Course Title: 60 characters max	Brazilian Jiu Jitsu II	Transcript Title (30 characters max)	Brazilian Jiu Jitsu II
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? 2	Contact hours: PER TERM	Lecture: Lec/lab: Lab: 30

**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 checked="" 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 <input checked="" type="checkbox"/> No	Course Number and Title <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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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)	Expand knowledge, application and skills in Brazilian Jiu Jitsu (BJJ). This class is a progressive continuation of fundamentals and techniques explored in Brazilian Jiu Jitsu. Recommended: PE 162J Brazilian Jiu Jitsu or instructor approval.
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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](http://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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- Improve overall physical conditioning through continuing participation in Brazilian Jiu Jitsu, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Perform safe and effective skills and movements.
- Apply learned skills, techniques and knowledge in belt rank advancement tests.
- Apply acquired skills, techniques and knowledge in self defense situations.
- Develop a lifelong fitness, health, and wellness program.
- Experience the relationship of the mind, body and spirit.

Course  
activities and  
design:  
(from CCOG)

Outcomes  
assessment  
strategies:

- Attendance and Participation
- Discussion
- Practical Exams
- Skill Assessment (via demonstration)

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

- Practice proper warm-ups and cool-downs
- Increase range of motion activities
- Basic sparring movements, including defensive and offensive movements
- Endurance development
- Body awareness, mechanics and alignment

Reason for the  
new course

To build upon skills gained in Brazilian Jiu Jitsu and to meet the needs of the ever-changing student body and to better differentiate among the various styles of group and martial arts fitness courses offered at PCC.

Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses
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 checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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):		# 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.	Brazilian Jiu Jitsu (PE 162 J)	
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.	
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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
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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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
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@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 <sup>th</sup> floor.	

## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Janeen Hull <a href="mailto:Jan.hull@pcc.edu">Jan.hull@pcc.edu</a> X 4042
Course Prefix and Number:	PE 182 V	# Credits:	1
Course Title: 60 characters max	Hiking	Transcript Title (30 characters max)	
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? 2	Contact hours: PER TERM	Lecture: Lec/lab: Lab: 30 hours

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" 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 <input type="checkbox"/> No	Course Number and Title <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
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Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	
--	--

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)	Explore the basics of hiking in the Pacific Northwest. Experience decision making skills, trip planning, first aid, safety, navigation and environmental concerns ("Leave No Trace" principles & practices) will be addressed. Includes required day hiking trips in order to apply learned skills in a real-time environment. Some experience and above average fitness recommended, but not 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](http://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:

Students must provide their own transportation to hiking sites (3 day hikes in the Portland metropolitan area)

**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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- Improve overall physical conditioning through participation in Hiking, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Perform safe and effective skills and techniques for Hiking
- Apply learned terminology, skills and safety practices when Hiking
- Apply “Leave No Trace” practices and principles when Hiking
- Develop a lifelong fitness, health, and wellness program that includes Hiking.
- Experience the relationship of the mind, body and spirit.

Course  
activities and  
design:  
(from CCOG)

Class meets to discuss safety, gear, weather and environmental concerns when out for Hikes. Class walks together at PCC to learn warm-up, pacing techniques, hydration techniques, fueling techniques, cool-down and stretching.

Outcomes  
assessment  
strategies:

- Journal Entries & Self Evaluations
- Field Trips – Hikes – attendance & participation
- Quizzes
- Outside of class observations and reports
- Practical Assessment – “Leave No Trace” principles & practices

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

- Personal awareness & safety
- Hiking Trip planning (including: proper gear, clothing, first aid, food/water)
- Decision making skills
- Communication skills
- Environmental awareness (including: weather & trail conditions)

Reason for the new course	Introduces Hiking as a way to improve physical fitness while exploring the outdoor areas in the Portland metropolitan area. To meet the needs of the ever-changing student body at PCC. A way for PCC students to connect both a sense of community and environmental responsibility through personal physical fitness and wellbeing.
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Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses
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 checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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 checked="" 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):		# 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	No	

PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
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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.	
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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
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@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 <sup>th</sup> floor.	



## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Janeen Hull 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 11 HD	# Credits:	1
Course Title: 60 characters max	Introduction to Rock Climbing	Transcript Title (30 characters max)	Introduction to Rock Climbing
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? 2	Contact hours: PER TERM	Lecture: Lec/lab: Lab: 30
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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 checked="" 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		
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	\$45	Payable to rock climbing facility	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Improve fitness, health and overall wellness through rock climbing. Explores rock climbing basics including: safety, proper gear and use, movement over rock, back rock rescue, climbing etiquette and environmental concerns. Several classes during the term will meet at a local indoor rock climbing gym to practice techniques and skills. Students need to provide transportation to and from the climbing facility, as well as pay a facility use fee to the climbing facility. Facility use fee may vary.		

**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](http://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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- Improve overall physical conditioning through participation in Rock Climbing, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.
- Perform safe and effective Rock Climbing skills and techniques.
- Apply learned terminology, principles, skills and techniques when Rock Climbing.
- Develop a lifelong fitness, health, and wellness program.
- Experience the relationship of the mind, body and spirit.

Course  
activities and  
design:  
(from CCOG)

Outcomes  
assessment  
strategies:

- Pre/post fitness testing
- Individual fitness programs
- Active Participation & Attendance
- Demonstrations of proficiency
- Assignments and/or exams

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

- Basic rock climbing safety & etiquette
- Terminology, proper gear and use of both
- Skills in bouldering and climbing movement
- Body awareness
- Connection of sport and environmental concerns associated with the activity

Reason for the new course	To meet the needs of the ever-changing student body at PCC.
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## 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	AAOT Foundational Requirement - Health/Wellness/Fitness: One or more courses totaling at least three credits: 3 PE courses
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 checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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):	# 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	No

PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
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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.	
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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
Janeen Hull	Jan.hull@pcc.edu
SAC Administrative Liaison	Email
John Saito	John.saito15@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 <sup>th</sup> floor.	

## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Janeen Hull 4042 Jan.hull@pcc.edu
Course Prefix and Number:	PE 250	# Credits:	2
Course Title: 60 characters max	Introduction to Outdoor Leadership	Transcript Title (30 characters max)	Introduction to Outdoor Leadership
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours: PER TERM	Lecture: Lec/lab: 40 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 checked="" 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 <input checked="" type="checkbox"/> No	Course Number and Title <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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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)	Explore the field of and skills utilized in outdoor leadership and recreation. Provides an overview of the outdoor recreation field; applied decision making skills, group dynamics, trip planning, first aid, navigation and environmental concerns (such as "Leave No Trace" principles & practices) will be addressed. Includes a required backpacking/camping trip in order to apply learned skills in a real-time environment. Some experience in camping and backcountry travels recommended but not 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](http://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:

Participants are required to provide basic camping equipment for the planned trip.  
Students must provide their own transportation to camping sites.

**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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- Apply learned skills necessary for personal and professional outdoor recreation activities and travels.
- Competently lead groups in backcountry environments.
- Plan and practice safe camping and backpacking outings.
- Take a personal role in preserving the outdoor experience for future generations following “Leave No Trace” principles
- Improve overall physical conditioning through participation in backpacking and backcountry travels; including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility.

Course  
activities and  
design:  
(from CCOG)

Outcomes  
assessment  
strategies:

- Group Project
- Field Trip Lab
- Quizzes and Exams
- Outside of class observations and reports
- Class participation

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

- Varied Leadership styles
- Personal awareness
- Trip planning
- Learning to lead participants
- Decision making skills & risk management
- Attributes of an effective outdoor leader
- Group management
- Communication skills
- Expedition behavior
- Emergency procedures & basic first aid and safety

	<ul style="list-style-type: none"> <li>• “Leave No Trace” principles &amp; practices</li> </ul>
Reason for the new course	<ul style="list-style-type: none"> <li>• Gain the necessary skills and confidence to lead groups into the backcountry.</li> <li>• To meet the needs of the ever-changing student body at PCC. A way for PCC students to connect both a sense of community and environmental responsibility through personal physical fitness and wellbeing.</li> <li>• Transferability to 4-year OUS Outdoor Recreation Programs.</li> </ul>

## 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	Pacific University (support a minor in Exercise Science's proposed Outdoor Leadership Minor). <b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major – See Above <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input checked="" type="checkbox"/> other (provide details) - Fulfills AAOT Foundational Requirement
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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 checked="" 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):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

## Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

No

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

No

Implementation term:

- ☒ Next available term after approval  
☐ Specify term 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

Janeen Hull

Jan.hull@pcc.edu

SAC Administrative Liaison

Email

John Saito

John.saito15@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<sup>th</sup> floor.



## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number  
☐ title  
☒ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Physical Education	Submitter name	Janeen Hull
		Phone	4042
		Email	Jan.hull@pcc.edu
Current prefix and number	PE 183Z	Proposed prefix and number	
Current course title	Tae Kwon Do III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, 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
Tae Kwon Do III Expands knowledge of Tae Kwon do techniques beyond basics. Learn new applications while strengthening your self defense skills. Continuing rank advancement is encouraged. Recommend: PE 182S or instructor approval.	Expands knowledge of Tae Kwon Do techniques beyond the basics while strengthening self defense skills. Gain skills required for national and international black belt certifications, as well as skills required for Olympic-style sparring referee certification through USA Taekwondo. Develop skill set required to instruct beginning Tae Kwon Do students, including the use of Korean vocabulary and classroom etiquette. Recommend: PE 183Y or instructor approval.

Reason for change	Wrong course number for recommendation. Update for a more accurate 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 the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes	New learning outcomes
<ol style="list-style-type: none"> <li>1. Use learned skills to help maintain lifetime fitness.</li> <li>2. Apply new &amp; previously learned skills, techniques, and knowledge in belt rank advancement.</li> <li>3. Properly apply acquired skills, techniques, and knowledge in self-defense situations.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Improve overall physical conditioning through participation in Tae Kwon Do, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, and flexibility/range of motion.</li> <li>▪ Perform safe and effective self defense skills, falls, throws and sparring techniques.</li> <li>▪ Develop a lifelong fitness, health, and wellness program.</li> <li>▪ Experience the relationship of the mind, body and spirit.</li> </ul>

Reason for change	Updates to description. Align outcomes with what students will be able to do “out there”.
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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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Janeen Hull	<a href="mailto:Jan.hull@pcc.edu">Jan.hull@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:Jonh.saito15@pcc.edu">Jonh.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 <a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	PE 281	Proposed prefix and number	
Current course title	Profess Activities:Wt Training	Proposed title (60 characters max)	Professional Activities: Weight Training
Reason for title change	Standardizing all Professional Activities courses.	Proposed transcript title (30 characters max)	Pro Act: Weight Training

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

Current Description	Proposed Description
Provides students will the skills, knowledge, and abilities to design individual strength training programs for a variety of participants. Emphasis is placed on lifting techniques, systems of strength training, resistance training programming, and basic teaching methodology. Prerequisite: PE 181A, 181B, or 181C; and FT 131 or instructor approval.	Covers skills, knowledge, and abilities needed to design individual strength training programs for a variety of participants. Emphasizes lifting techniques, systems of strength training, resistance training programming, and basic teaching methodology. Prerequisite: PE 181A, 181B, or 181C; and FT 131 or instructor permission.

Reason for change	Wording clarification and changed wording from “approval” to “permission” on prerequisites.
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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
A. Teach safe, effective lifting techniques for every major muscle group. B. Demonstrate ability to understand and describe different strength training methods. C. Utilize proper terminology to describe direction, location, function and action of the human body. D. Create and present lessons utilizing proper resistance training techniques. E. Describe and analyze various resistance training assessments, equipment and programs. F. Teach an individualized, comprehensive, and safe resistance training program.	A. Teach safe, effective lifting techniques for every major muscle group. B. Use a variety of safe, effective, and appropriate strength training methods when training clients. C. Utilize proper terminology to describe direction, location, function and action of the human body. D. Create and present lessons utilizing proper resistance training techniques. E. Describe and analyze various resistance training assessments, equipment and programs. F. Teach an individualized, comprehensive, and safe resistance training program.

Reason for change	Updated wording on B.
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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 checked="" type="checkbox"/> Placement into: after FT 131 <b>“or instructor approval”</b> ..			
prefix & number: PE 181A or PE 181B or PE 181C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FT 131	<input checked="" 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: PE 181A or PE 181B or PE 181C and FT 131 <b>“or instructor permission”</b> .	<input checked="" 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 <a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	PE 282A	Proposed prefix and number	
Current course title	Prof Activities: Group Fitness	Proposed title (60 characters max)	Professional Activities: Group Fitness
Reason for title change	Standardizing all Professional Activities courses.	Proposed transcript title (30 characters max)	Pro Act: Group Fitness

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

Current Description		Proposed Description
Explores with faculty mentor group fitness instruction. Covers components of group fitness classes, styles of group exercise, and teaching methods. Corequisite: PE 182 or instructor permission. Required: Current fitness technology student or instructor approval.		Explores fitness instruction and leadership for group fitness classes. Covers components of group fitness classes, styles of group exercise, and teaching methods. Corequisites: PE 162B, 162G, 182A, 182B, 182F, 182X, 182Y, 182Z, or instructor permission. Required: Current fitness technology student or instructor permission.
Reason for change	Refining the first sentence in all Professional Activities classes. Update of corequisite statement to reflect new PE course numbers.	

**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. Develop, demonstrate, and implement appropriate assessments and fitness programs for the healthy population. 2. Analyze data and information from a variety of health and fitness sources to determine relevant and valid application for the healthy population. 3. Continue lifelong learning in the areas of health and fitness. 4. Sit for ACE or ACSM Group Exercise Instructor Exams.	A. Design and deliver appropriate fitness assessments and group fitness classes for healthy client populations. B. Implement quality teaching methods when instructing group fitness classes. C. Educate others about how group fitness classes play a role in lifelong health and fitness.

Reason for change	Deleting the last outcome related to certification and refining the wording on the remaining outcomes.
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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**

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

☒ Placement into: Corequisite: PE 182 or instructor permission. Required: Current fitness technology student or instructor approval. .

prefix & number: PE 182 course	<input type="checkbox"/> Prerequisite	<input checked="" 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**

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

☐ Placement into:

prefix & number: PE 162B, 162G, 182A, 182B, 182F, 182X, 182Y, 182Z or instructor permission.	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: Required: Current fitness technology student or instructor permission.	<input checked="" 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 <a href="#">related instruction templates</a> .	<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

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

#### Section # 2 Department Review

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	PE 282B	Proposed prefix and number	
Current course title	Prof Activities:Sp Populations	Proposed title (60 characters max)	Professional Activities: Special Populations
Reason for title change	Standardizing all Professional Activities courses.	Proposed transcript title (30 characters max)	Pro Act: Special Populations

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

Current Description	Proposed Description
Work with a faculty mentor to identify special populations within the fitness industry. Explore the needs and abilities of these populations with an emphasis on modifications in assessments, adaptive equipment, and fitness programs. Recommended: Active email account and transportation to Portland metropolitan area facilities.	Explores fitness instruction and leadership for special populations. Provides tools and knowledge needed to design fitness training programs for special populations (individuals or groups). Explores the wide range of abilities and needs in individuals within special population groups and provides appropriate exercise program modifications when necessary through observation, participation, and service learning activities. Required: Current fitness technology student or instructor permission.

Reason for change	Updated to reflect course and program changes. Add required statement.
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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"> <li>A. Acquire new knowledge about fitness programs designed for special populations.</li> <li>B. Apply basic fitness assessment and programming principles in order to analyze Portland metro area fitness programs for special populations.</li> <li>C. Identify characteristics of safe and successful programs designed for special populations.</li> <li>D. Design and demonstrate an exercise program for a specific special population</li> </ul>	<ul style="list-style-type: none"> <li>A. Explore employment opportunities for fitness instruction in special populations.</li> <li>B. Apply knowledge about fitness assessments, fitness programs, and modifications for special populations to fitness program design for a special population client.</li> <li>C. Implement quality and appropriate teaching methods when instructing fitness activities in a special population.</li> </ul>

Reason for change	Revised to improve wording and clarify the actual course outcomes.
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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 checked="" type="checkbox"/> Placement into:			
prefix & number: <b>Current Fitness Technology student or instructor permission.”</b>	<input checked="" 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	PE 283	Proposed prefix and number	
Current course title	Prof Act-Mind/Body Disciplines	Proposed title (60 characters max)	Professional Activities: Mind-Body Disciplines
Reason for title change	Standardizing all Professional Activities courses.	Proposed transcript title (30 characters max)	Pro Act: Mind-Body Disciplines

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

Current Description	Proposed Description
Explores, with faculty mentor, traditional and contemporary Mind/Body disciplines. Applies mind/body principles to fitness programming. Co-requisites: PE 182J, PE 182K, PE 182L, PE 182S, PE 182G, PE 182P, or PE 182U, or instructor permission. Required: Current Fitness Technology Student or instructor approval.	Explores fitness instruction and leadership in selected modalities within the Mind-Body Disciplines. Examines key principles of the Mind-Body Disciplines and integrates them into a conventional exercise setting. Corequisites: PE 182I, PE 182J, PE 182K, PE 182L, PE 182S, PE 182G, PE 182P, or PE 182U, or instructor permission. Required: Current Fitness Technology Student or instructor approval.

Reason for change	Refining the first sentence in all Professional Activities classes. Updated wording overall and addition of one corequisite 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
A. Explore employment opportunities for the Mind/Body Disciplines in the fitness industry. B. Apply mind/body principles to fitness programming. C. Provide quality instruction in the Mind/Body Disciplines in the fitness industry. D. Develop and teach a routine in one of the traditional or contemporary Mind/Body Disciplines.	A. Explore employment opportunities for the Mind-Body Disciplines in the fitness industry. B. Apply mind-body principles and teaching methods to fitness programming and group fitness classes. C. Develop and teach a routine in one of the traditional or contemporary Mind-Body Disciplines.

Reason for change	Deleted outcome C because students cannot teach the mind-body disciplines after taking this course. Refined the wording on one of the remaining outcomes.
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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 checked="" type="checkbox"/> Placement into: After coreq: <b>“or instructor permission. Required: Current Fitness Technology student or instructor approval.”</b>			
prefix & number: PE 182J, PE 182K, PE 182L, PE 182S, PE182G, PE182P or PE182U	<input type="checkbox"/> Prerequisite	<input checked="" 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: PE 182I, PE 182J, PE 182K, PE 182L, PE 182S, PE182G, PE182P or PE182U <b>or instructor permission.</b>	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: <b>Required: Current Fitness Technology student or instructor permission”</b>	<input checked="" 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 <a href="#">related instruction templates</a> .	<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

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

**Section # 2 Department Review**

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	PE 287	Proposed prefix and number	
Current course title	Professional Activities-Aquatic	Proposed title (60 characters max)	Professional Activities: Aquatics
Reason for title change	Standardizing all Professional Activities courses.	Proposed transcript title (30 characters max)	Pro Act: Aquatics

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

Current Description		Proposed Description
Explores with faculty mentor aquatics instruction. Explore the use of swimming and water exercise to achieve total fitness. Corequisite: PE 180H, PE 180G, or equivalent. Required: Current Fitness Technology Student or instructor approval.		Explores fitness instruction and leadership in the field of Aquatics. Incorporates principles of hydrodynamics and exercise to achieve total fitness. Corequisites: PE 180A, PE 180B, PE 180C, PE 180G, PE 180H, PE 180K, or instructor permission. Required: Current Fitness Technology Student or instructor approval.
Reason for change	Refining the first sentence in all Professional Activities classes. Updated wording overall and added corequisite courses.	



**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"> <li>Acquire knowledge regarding aquatic opportunities in the fitness industry.</li> <li>Apply knowledge of exercise physiology and hydrodynamic principles specific to aquatic exercise.</li> <li>Identify quality instruction in the aquatic exercise industry.</li> <li>Design and implement aquatic exercise programming.</li> </ul>	<ul style="list-style-type: none"> <li>A. Explore aquatic fitness employment opportunities.</li> <li>B. Apply knowledge of exercise science and hydrodynamics to aquatic exercise.</li> <li>C. Model quality aquatic instruction principles when teaching aquatic exercise to clients.</li> <li>D. Design and implement aquatic exercise programming.</li> </ul>

Reason for change

Refined wording and changed to A, B, C, D 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

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

☒ Placement into: After coreq: **“or equivalent. Required: Current Fitness Technology student or instructor approval.”**

prefix & number: PE 180H or 180G	<input type="checkbox"/> Prerequisite	<input checked="" 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

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

☐ Placement into:

prefix & number: : PE 180A, PE 180B, PE 180C, PE 180G, PE 180H, PE 180K <b>or instructor permission</b>	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: <b>Current Fitness Technology student or instructor permission</b>	<input checked="" 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.

- ☐ Yes  
☒ No

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

#### Section # 2 Department Review

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>
Current prefix and number	PE 288	Proposed prefix and number	
Current course title	Pro-Act: Team Sports Training	Proposed title (60 characters max)	Professional Activities: Team Sports Training
Reason for title change	Standardizing all Professional Activities courses.	Proposed transcript title (30 characters max)	Pro Act: Team Sports Training

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

Current Description	Proposed Description
Explores with faculty mentor team sport leadership instruction. Covers components of coaching team sports and skill-related physical fitness such as: progressions and techniques of practice format, sport specific drills, plyometrics, speed-agility-quickness coaching strategies and methodology. Corequisite: PE 185. Required: Current Fitness Technology Student or instructor approval.	Explores fitness instruction and leadership in team sports. Covers components of coaching team sports and skill-related physical fitness such as: progressions and techniques of practice format, sport specific drills, plyometrics, speed-agility-quickness coaching strategies and methodology. Corequisite: PE 182V, PE 185A, PE 185B, PE 185C, PE 185D, PE 185E, PE 185F, PE 185G, PE 185H, PE 185I, PE 185J, PE 185K, PE 185L, PE 185M, PE 185N, or instructor permission. Required: Current Fitness Technology Student or instructor approval.

Reason for change	Refining the first sentence in all Professional Activities classes. Update of corequisite statement to reflect all applicable PE course numbers and instructor permission.
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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
A. Implement a team sport practice session for healthy populations. B. Design and implement a lesson plan for a team sport practice session. C. Sit for ASEP, ACSM-CPT and NSCA-CPT National Certifications.	A. Design and implement a team sport practice session for healthy populations. B. Observe and evaluate coaching styles, including coaching objectives and philosophy. C. Apply current research and industry standards to programs that develop skill-related health and fitness in athletes.

Reason for change	Need to delete the outcome related to certification and refine/add objectives to match the course content better.
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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 checked="" type="checkbox"/> Placement into: <b>“Required: Current Fitness Technology student or instructor approval.”</b>			
prefix & number: PE 185 course	<input type="checkbox"/> Prerequisite	<input checked="" 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 checked="" type="checkbox"/> Placement into: Add after coreq: <b>“or instructor permission. Required: Current Fitness Technology student or instructor approval.”</b>			
prefix & number: PE 182V, PE 185A, PE 185B, PE 185C, PE 185D, PE 185E, PE 185F, PE 185G, PE 185H, PE 185I, PE 185J, PE 185K, PE 185L, PE 185M, PE 185N	<input type="checkbox"/> Prerequisite	<input checked="" 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 <a href="#">related instruction templates</a> .	<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.

- ☐ Yes  
☒ No

Implementation term ☒ Next available term after approval  
☐ Specify term

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum)

#### Section # 2 Department Review

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

SAC Chair	Email	Date
Tanya Littrell	<a href="mailto:tanya.littrell@pcc.edu">tanya.littrell@pcc.edu</a>	4/22/11
SAC Administrative Liaison	Email	Date
John Saito	<a href="mailto:John.saito15@pcc.edu">John.saito15@pcc.edu</a>	4/22/11

## Portland Community College

## Contact and/or Credit Hour Change

## Section #1 General Information

Department	Architectural Design & Drafting	Submitter name, phone, and email	Denise Roy 971.722.4166 <a href="mailto:droy@pcc.edu">droy@pcc.edu</a>
Course prefix and number	ARCH 161	Course title	Blueprint Reading Part 1

## 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	10	Lecture	20
Lab	30	Lab	0
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	40	Total weekly contact hours	20
Total credits	2	Total credits	2
Reason for change:	Course is moving to Distance Learning format; Lab time does not fit format.		

**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 X No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
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**IMPACT ON DEGREE AND CERTIFICATES:** Are there degrees or certificates affected by this change?

<input type="checkbox"/> Yes X 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

## Contact and/or Credit Hour Change

## Section #1 General Information

Department	Architectural Design & Drafting	Submitter name, phone, and email	Denise Roy 971.722.4166 <a href="mailto:droy@pcc.edu">droy@pcc.edu</a>
Course prefix and number	ARCH 162	Course title	Blueprint Reading-Part 2

## 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	10	Lecture	20
Lab	30	Lab	0
Lecture/Lab	0	Lecture/Lab	0
Total weekly contact hours	40	Total weekly contact hours	20
Total credits	2	Total credits	2
Reason for change:	Course is moving to Distance Learning format; Lab time does not fit format.		

**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  
X 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  
X 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**  
**Career Technical Education (CTE)**

Save this document as the course prefix and number  
 Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	Architectural Design & Drafting	Submitter name phone and email	Denise Roy 971.722.4166 <a href="mailto:droy@pcc.edu">droy@pcc.edu</a>
Prefix and Course Number:	ARCH 134	Credits:	2
Course Title: (60 characters max)	Energy Conservation Code	Transcript Title (30 characters max)	Energy Conservation Code
Can this course be repeated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How many times? Once 3-5 years, as code updates	Contact hours: PER QUARTER Lecture: 2 Lec/lab: 0 Lab: 0
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:
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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 checked="" type="checkbox"/>	
Pass/No pass	X	<input type="checkbox"/>	
Audit in consultation with faculty	X	<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)			
Provides an introduction to the Energy Conservation Code. Selected portions of the code will be discussed; with application to sample building plans. Course also explores options for alternative materials and methods of code compliance.			

**Identify prerequisite, corequisite and concurrent course(s)**

(double click on check box to activate dialog box)

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

Outcomes: <b>(Use observable and measurable verbs)</b>	<ul style="list-style-type: none"> <li>Communicate the basic functions of the energy code, using industry terminology.</li> <li>Apply requirements of the Energy Conservation Code to sample house plans.</li> <li>Create a proposal for using alternative materials and methods to meet code compliance.</li> </ul>
Course activities and design: <b>(from CCOG)</b>	This course will be presented using lecture and discussion sessions. Students will also work in small groups to apply concepts to sample house plans.
Outcomes assessment strategies: <b>(from CCOG)</b>	<ul style="list-style-type: none"> <li>Proper and timely completion of class projects, demonstrating effective use of knowledge.</li> <li>Evaluation will be based on testing of code knowledge, and on a term project which integrates and applies the course knowledge.</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG they should be connected to the outcomes)</b>	<ul style="list-style-type: none"> <li>Course materials will be presented in a multimedia format, showing examples of energy code applications.</li> <li>Short-answer tests will require students to communicate the function of the energy code.</li> <li>Weekly review of house plans will provide opportunities for student to apply class information to sample house plans.</li> <li>Students will create a sample of an alternative materials and methods approach to meeting the code.</li> </ul>

## 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.	New Energy Codes have recently been implemented to reflect industry advances in energy-efficient design and construction; this course will provide new content to our current building code sequence (ARCH 132 and ARCH 133).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Sustainable Building Certificate	# credit: 42
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" 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 course will be required for the Sustainable Building Certificate.	
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes X No
--	--------------------------------------

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

If **yes** is selected complete the [Related Instruction in CTE Courses](#) form available on the curriculum office website, [www.pcc.edu/curriculum](http://www.pcc.edu/curriculum).

### Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	X on campus <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	Not known
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	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

### Section # 4 Department Review

This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM250	Proposed prefix and number	
Current course title	Adv MM Project Development I	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Designed to allow the student to combine their creative and technical skills developed in the preceding 100 and 200 level Multimedia classes through the production of a consummate project. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions.	Designed to allow students to combine their creative and technical skills developed in the preceding 100 and 200 level Multimedia classes through the production of a consummate project. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques Prerequisites: MM 230, 231, 235, 240, 241, 245; or instructor permission.

Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisites: MM 230, 231, 235, 236, 240, 241, 245; or instructor permission.	
Reason for change	Update

<p><b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a>.</p>			
Current learning outcomes		New learning outcomes	
<ol style="list-style-type: none"> <li>1. describe the intended project to the instructor</li> <li>2. plan and design an interactive multimedia project using industry standard software tools</li> <li>3. present the multimedia plan for review</li> <li>4. implement suggested changes</li> <li>5. present the multimedia design for review</li> <li>6. implement suggested changes</li> <li>7. create an interactive multimedia project using industry standard software tools</li> <li>8. present the multimedia project for review</li> <li>9. implement suggested changes</li> <li>10. demonstrate the final project</li> <li>11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed</li> </ol>		<p>Plan, design and create an interactive multimedia project using industry standard software tools.</p> <p>Prepare interactive multimedia projects for presentation to potential clients.</p> <p>Analyze, evaluate, and critique interactive multimedia projects-in-progress and implement suggested changes.</p>	
Reason for change	Update/consolidation		
<p><b>REQUISITES:</b> 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</p> <p>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.</p>			
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: MM230	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM231	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number: MM235	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM236	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM240	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM241	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM245	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

**Proposed prerequisites, corequisites and concurrent**

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

☐ Placement into:

prefix & number: MM230	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM231	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM235	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM240	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM241	X <input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM245	X <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  
X ☐ no

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

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input 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](http://www.pcc.edu/curriculum)

**Section # 2 Department Review**



This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM251	Proposed prefix and number	
Current course title	Adv MM Project Development II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Further develop the project created in MM 250. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisite: MM 250 or instructor permission.	Further develop the project created in MM 250. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques. Prerequisite: MM 250 or instructor permission.

Reason for change	Update
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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
<ol style="list-style-type: none"> <li>1. describe the intended project to the instructor</li> <li>2. plan and design an interactive multimedia project using industry standard software tools</li> <li>3. present the multimedia plan for review</li> <li>4. implement suggested changes</li> <li>5. present the multimedia design for review</li> <li>6. implement suggested changes</li> <li>7. create an interactive multimedia project using industry standard software tools</li> <li>8. present the multimedia project for review</li> <li>9. implement suggested changes</li> <li>10. demonstrate the final project</li> <li>11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed</li> </ol>	<p>Revise and improve an interactive multimedia project using industry standard software tools.</p> <p>Revise an interactive multimedia project to client specifications.</p> <p>Analyze, evaluate, and critique interactive multimedia projects.</p>

Reason for change	Update/consolidation
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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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes X <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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM252	Proposed prefix and number	
Current course title	Adv MM Project Development III	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Further develop the project created in MM 251. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques and then placed on the World Wide Web. Prerequisite: MM 251 or instructor permission.	Further develop the project created in MM 251. Prepare an interactive multimedia project using industry standard software tools. Project development will include planning, production, project review and, implementing the evaluation suggestions. Final projects will be submitted for faculty and peer critiques. Prerequisite: MM 251 or instructor permission.

Reason for change	Update
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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
1. describe the intended project to the instructor 2. plan and design an interactive multimedia project using industry standard software tools 3. present the multimedia plan for review 4. implement suggested changes 5. present the multimedia design for review 6. implement suggested changes 7. create an interactive multimedia project using industry standard software tools 8. present the multimedia project for review 9. implement suggested changes 10. demonstrate the final project 11. add each original and final plan, design, and project to the MM portfolio and Department Web Site, as directed	Complete all phases of an interactive multimedia project using industry standard software tools.  Present and demonstrate a multimedia project to potential clients.  Provide effective feedback on interactive multimedia projects, and incorporate feedback received from others in making revisions to projects.

Reason for change	Update/consolidation
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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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

## Portland Community College

## Course Revision

What do you want to change?

Check all that apply- double click on the 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Business	Submitter name	Cynthia Killingsworth
		Phone	971-722-8070
		Email	Cynthia.killingsworth@pcc.edu
Current prefix and number	BA 208	Proposed prefix and number	BA 208
Current course title	Introduction to Nonprofits and Philanthropy	Proposed title (60 characters max)	Introduction to Nonprofits and Philanthropy
Reason for title change	<b>Unchanged</b>	Proposed transcript title (30 characters max)	<b>Intro to Nonprofits &amp; Philan.</b>

**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
Introduction to Nonprofits & Philanthropy Surveys the role of the nonprofit and voluntary organizations in American society including the history, theory and challenges of the third sector. Includes a service learning project where students serve as philanthropists to their local community.	Surveys the role of the nonprofit and voluntary organizations in American society including the history, theory and challenges of the third sector. Includes the Students4Giving service learning project where students serve as philanthropists to their local community.



Reason for change	<b>To specifically incorporate the Students4Giving project title into the course description to ensure that the course is not offered without the inclusion of this intended project. The project is completing its 4<sup>th</sup> year and has demonstrated sustainability.</b>
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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
1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations 3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them 4. Appreciate the diversity of social issues served by the nonprofit community 5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits.	1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 2. Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations 3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them 4. Appreciate the diversity of social issues served by the nonprofit community 5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment 6. Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits

Reason for change	Unchanged
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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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

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

## Portland Community College

## Contact and/or Credit Hour Change

## Section #1 General Information

Department	Electronic Engineering Technology	Submitter name, phone, and email	Mike Farrell, 971-722-4674, mike.farrell@pcc.edu
Course prefix and number	EET 101	Course title	Introduction to Electronic Testing Equipment/ Soldering/ Tools

## 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	1	Lecture	
Lab		Lab	1
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	1	Total weekly contact hours	3
Total credits	1	Total credits	1
Reason for change:	To increase the amount of hands-on experience for the students.		

**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 type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input checked="" 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	

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

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	HE	Submitter name Phone Email	Shari Rochelle 503-978-5076 srochell@pcc.edu
Course Prefix and Number:	207	# Credits:	1
Course Title: 60 characters max	Seminar in Biomedical, Behavioral and Health Sciences	Transcript Title (30 characters max)	Seminar in Biomedical, Behavioral and Health Sciences
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 10 Lec/lab (# of hours): Lab (# of hours):
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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 checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" 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		
Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>			
Course Description: (field will expand as needed)	Introduces an interdisciplinary, science-based overview of key issues and current research in scientific fields of study related to biomedical, behavioral, and health sciences through campus classes and off-campus professional seminars sponsored by academic and research institutions throughout the Portland metropolitan area.		
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](http://pcc.edu/curriculum)

☐ 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:	230	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
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:	Recommended Prerequisite: Writing 121
<b>LEARNING OUTCOMES:</b> 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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	
<b>Learning Outcomes:</b> (Use observable and measurable verbs)	<b><u>LEARNING OUTCOMES:</u></b> <ul style="list-style-type: none"> <li>Analyze and synthesize scientific information in order to determine relevance to one’s own academic field.</li> <li>Use knowledge of current scientific research and key biomedical, behavioral and health sciences personnel in order to advance scholarship and participation in the scientific research community.</li> </ul>
<b>Course activities and design:</b> (from CCOG)	<b><u>DESIGN:</u></b> Students attend five classes and three pre-approved off-campus biomedical, behavioral or health sciences seminars. Prior to attending seminars, students research seminar topics and present findings to classmates. Following seminar attendance, students present seminar reviews, researcher biosketches and a written paper exploring how the seminars inform their academic field of study. Students upload coursework online for peer review and feedback.  <b><u>ACTIVITIES:</u></b> <ul style="list-style-type: none"> <li>Topical Background Research</li> <li>Written Seminar Review and Personal Response</li> <li>Written Researcher/Speaker Biosketch</li> <li>In-depth exploration of one seminar topic</li> <li>Oral and written presentations</li> <li>Peer review and feedback.</li> </ul>
<b>Outcomes assessment strategies:</b>	Written paper exploring academically relevant fields of scientific inquiry Written topic background research, seminar reviews and biosketches Oral Presentation Peer Feedback and Review
<b>Course Content:</b> Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<ul style="list-style-type: none"> <li>Examine and discuss issues of academically relevant fields of science</li> <li>Advance the concepts of independent study and research, self-knowledge, and the ability to assess work critically</li> <li>Analyze, synthesize and integrate a variety of sources and information and establish relevance to one’s own academic field of interest</li> <li>Demonstrate awareness of sponsor or institution based researcher bias and audience in the context of biomedical, behavioral and health science research</li> <li>Increased expertise in the process of written seminar reviews and biosketches</li> <li>Increased expertise in the process of performing preliminary topical background research.</li> <li>Engagement with scientific scholarship and participation in a community of research</li> </ul>

	<p>scholars</p> <ul style="list-style-type: none"> <li>• A sense of responsibility for personal, academic, professional growth and development</li> <li>• Ability to use library databases to access academic and nonacademic sources</li> </ul>
Reason for the new course	While open to all PCC students, this course was developed as a support course for students participating in the Portland Bridges to Baccalaureate program, an NIH fund project between PSU and PCC, which recruits students from minority and underrepresented populations assisting them as they pursue bachelor's degrees leading to research careers in biomedical, behavioral and health sciences.

Section #2 Transferability	
<p>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.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>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.</p>	
Which OUS school will the course transfer to? List all	Portland State University
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 <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution. <b>See Addendum</b> <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 <a href="#">General Education</a> 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 checked="" type="checkbox"/> other (explain) On campus classes occur at either PCC or PSU. Desire2Learn is used as an information sharing and communication tool.	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no 232

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.	Full HE SAC approval There are no known conflicts in the PCC system.
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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.	There are no known potential conflicts other departments or campuses.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term Fall 2011
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Marshall Meyer	meyer@pcc.edu
SAC Administrative Liaison	Email
John Saito	<a href="mailto:john.saito15@pcc.edu">john.saito15@pcc.edu</a>
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 <sup>th</sup> 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](mailto:curriculum@pcc.edu)

Section #1 General Information				
Department:	Criminal Justice	Submitter name phone and email	Jim Parks 971-722-5236 <a href="mailto:jparks@pcc.edu">jparks@pcc.edu</a>	
Prefix and Course Number:	CJA 117	Credits:	3	
Course Title: (60 characters max)	Introduction to Homeland Security	Transcript Title (30 characters max)	Intro. to Homeland Security	
Can this course be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: PER QUARTER	Lecture: 3 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:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		N/A		
<b>Course Description:</b> 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 Homeland Security and its function of coordinating efforts to develop and implement a comprehensive national strategy to secure the nation from terrorist threats or attacks. Agencies associated with Homeland Security along with their duties and relationships are covered. Explores historical events, laws, issues, communications, critical threats and other topics related to protecting the national infrastructure.				

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		<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
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Addendum to course description:

<b>LEARNING OUTCOMES:</b> 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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> .	
<b>Outcomes: (Use observable and measurable verbs)</b>	<ol style="list-style-type: none"> <li>1. Use an understanding of Homeland Security history, organization and structure as a foundation to expand knowledge related to protecting the national infrastructure.</li> <li>2. Use critical thinking and communication skills to help prevent, prepare, respond and recover from terrorist-related or other crisis incidents.</li> <li>3. Maintain situational awareness while assessing and evaluating potential threats to Homeland Security</li> </ol>
<b>Course activities and design: (from CCOG)</b>	Activities may include but are not limited to: <ul style="list-style-type: none"> <li>• Classroom Lecture</li> <li>• Guest speakers</li> <li>• Films and videos</li> <li>• Role playing scenarios</li> <li>• Group discussions</li> </ul>
<b>Outcomes assessment strategies: (from CCOG)</b>	Methods of assessment may include the following: examinations, quizzes, an interview assignment report, research papers, class participation, role playing feedback, oral presentations and group activities.
<b>Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)</b>	This course will introduce students to topics that include, but are not limited to: <ul style="list-style-type: none"> <li>• DHS history and organization</li> <li>• Protecting the national infrastructure</li> <li>• Responding and recovering from crisis incidents</li> <li>• Evaluating potential threats</li> <li>• Maintaining situational awareness</li> </ul>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
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.	Homeland Security is a growing area for jobs.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):	AAS in Criminal Justice	# credit:95
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" 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:	Elective at this time. May be used in a future Homeland Security Certificate.	

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

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jim Parks	<a href="mailto:jparks@pcc.edu">jparks@pcc.edu</a>	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	<a href="mailto:lclausen@pcc.edu">lclausen@pcc.edu</a>	

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Criminal Justice	Submitter name	Jim Parks
		Phone	971-722-5236
		Email	<a href="mailto:jparks@pcc.edu">jparks@pcc.edu</a>
Current prefix and number	CJA 230	Proposed prefix and number	
Current course title	Police Report Writing	Proposed title (60 characters max)	
Reason for title change	Add additional prerequisites to help students be better prepared for course	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
Designed to teach students police report writing skills. Emphasized are techniques appropriate to narrative structures necessary for operational police reports. Included are legal aspects, content, organization and grammar. The focus is to produce a quality police report capable of withstanding courtroom scrutiny. Prerequisite: WR 227.	No change

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
<ul style="list-style-type: none"> <li>• Write police reports in a factual, logical and understandable format that documents the investigation and is capable of withstanding courtroom review.</li> <li>• Maintain a chain of custody.</li> <li>• Document a crime scene by sketching the location and logging the collected evidence and photographs.</li> <li>• Interpret laboratory and autopsy reports.</li> <li>• Prepare and maintain a notebook of the investigation.</li> <li>• Properly document witness interviews.</li> <li>• Present a completed criminal case for prosecution</li> </ul>	No change

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

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

**Current prerequisites, corequisites and concurrent**

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 227

☒ 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

☐

prefix & number: WR 227

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: CJA 210 and 212

☒ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jim Parks	<a href="mailto:jparks@pcc.edu">jparks@pcc.edu</a>	4/19/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	<a href="mailto:lclausen@pcc.edu">lclausen@pcc.edu</a>	

## 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](mailto:curriculum@pcc.edu)

**Section #1 General Information**

Department:	ESR	Submitter name Phone Email	Tom Robertson 971-722-7033 troberts@pcc.edu
Course Prefix and Number:	ESR 140	# Credits:	4
Course Title: 60 characters max	Introduction to Environmental Sustainability	Transcript Title (30 characters max)	Introduction to Environmental Sustainability
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours):

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

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

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

Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	
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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)	Introduces concepts of environmental sustainability and their applications. May include field trips. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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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](http://pcc.edu/curriculum)

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to  
Course  
Description:

To clarify the teaching of evolution and its place in the classroom, the Portland Community College Science Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences.

- A. Science is a fundamentally nondogmatic and self-correcting investigatory process. In science, a theory is neither a guess, a dogma, nor a myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation.
- B. The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004).

Science (ESR) instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Environmental Studies and Resources (ESR) Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula.

**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](http://www.pcc.edu/curriculum)

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

A student will be able to collaboratively and independently:

- A. Apply an understanding of environmental sustainability relative to human activity
- B. Identify the challenges and limitations of achieving environmental sustainability and applying sustainability to their personal life
- C. Use critical thinking skills to address environmental sustainability issues in their personal life
- D. Use the scientific method in analyzing problems in environmental sustainability

Course  
activities and  
design:  
(from CCOG)

Lectures, guest lectures, field trips, student projects, no formal labs

Outcomes assessment strategies:	<b>Outcome Assessment Strategies</b>  Assessment Tasks:  A. Essay, short answer, and/or multiple choice exams B. Write-ups of field experiences/journaling C. Research paper or project on environmental sustainability topic D. Oral presentations
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	<b>Course Content (Themes, Concepts, Issues and Skills)</b>  <b>Concepts and Themes:</b>  A. Basic concepts of environmental systems B. Human impacts and environmental sustainability C. Technology and environmental sustainability D. The roles of the media and culture in environmental sustainability  <b>Process Skills (Competency skills):</b>  A. Read and evaluate scientific information B. Use basic math and statistics appropriately C. Understand the scientific method D. Locate and access information E. Think critically F. Collaborate with peers -- work effectively in groups G. Present conclusions logically
Reason for the new course	To fulfill the PCC's drive towards the core outcome on sustainability. Need for students in all majors to understand and apply concepts of sustainability.

## 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? **A similar course is taught at Clackamas Community College (Hum 181 – Pathway to Sustainability) and Lane Community College has Sust 101 – Introduction to Sustainability. PSU has their first course as UNST 224 – Environmental Sustainability – a 4 credit class.**
2. Will a department accept the course for its major or minor requirements? **No major or minor in this area**
3. Will the course be accepted as part of the University's distribution requirements? **PSU may accept this course – least as an elective**

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 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 <a href="#">Transferability Status</a> 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 <a href="#">General Education</a> 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):		# 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.	NA	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No other course in the PCC system
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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.	NA
Implementation term: Fall 2011	<input type="checkbox"/> Next available term after approval <input checked="" 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
Tom Robertson	troberts@pcc.edu
SAC Administrative Liaison	Email
Margie Fyfield	mfyfield@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 <sup>th</sup> floor.	

## Portland Community College

## Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- ☒ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS 106	Proposed prefix and number	
Current course title	General Science (Geology)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Covers minerals, rocks, volcanism, earthquakes, plate tectonics, erosion and deposition by wind, glaciers and streams, weathering, fossils and geologic history. Prerequisite: WR 115, RD 115 and MTH 20	Covers minerals, rocks, volcanism, earthquakes, plate tectonics, erosion and deposition by wind, glaciers and streams, weathering, fossils and geologic history. Includes three hours of lecture and three hours of laboratory per week. Prerequisite: WR 115, RD 115

or equivalent placement test scores.	and MTH 65 or equivalent placement test scores.
Reason for change	Current description does not clearly specify that GS106 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

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

Current learning outcomes (required information for all course revisions)	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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS 107	Proposed prefix and number	
Current course title	General Science (Astronomy)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Surveys astronomy to include historical development of the universe, earth as a planet, earth's moon, planets of the solar system, the sun, stars and galaxies. Prerequisite: WR 115, RD 115 and MTH 20	Surveys astronomy to include historical development of the universe, earth as a planet, earth's moon, planets of the solar system, the sun, stars and galaxies. Includes three hours of lecture and three hours of laboratory per week. Prerequisite: WR 115,



or equivalent placement test scores.	RD 115 and MTH 65 or equivalent placement test scores.
Reason for change	Current description does not clearly specify that GS107 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

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

Current learning outcomes (required information for all course revisions)	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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS 108	Proposed prefix and number	
Current course title	General Science (Oceanography)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Includes the chemical, biological, physical and geological nature of the oceans. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Includes the chemical, biological, physical and geological nature of the oceans. Includes three hours of lecture and three hours of laboratory per week. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores.

Reason for change	Current description does not clearly specify that GS108 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.
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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 (required information for all course revisions)	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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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 <a href="#">related instruction templates</a> .	<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  
☒ No

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS 109	Proposed prefix and number	
Current course title	General Science (Meteorology)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Covers characteristics of our atmosphere, air pressure and winds, atmospheric moisture, large air masses, violent storms, the effect of oceans on weather, and climates. Prerequisite: WR 115, RD	Covers characteristics of our atmosphere, air pressure and winds, atmospheric moisture, large air masses, violent storms, the effect of oceans on weather, and climates. Includes three hours of lecture and three hours of laboratory per week. Prerequisite: WR 115,

115 and MTH 20 or equivalent placement test scores.	RD 115 and MTH 65 or equivalent placement test scores.
Reason for change	Current description does not clearly specify that GS109 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	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.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011



## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 200	Proposed prefix and number	
Current course title	Field Studies	Proposed title (60 characters max)	
# Credits	1 to 4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Students may repeat for credit with different sites.	Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Students may repeat for credit with different sites. Prerequisite or concurrent enrollment: G 201 or G202

Prerequisite or concurrent enrollment: G 201 or instructor permission.	or G203 or GS106 or instructor permission.
Reason for change	G201 is too limiting as a prerequisite; GS106, G202 and G203 also provide sufficient preparation for this course and can be taken without taking G201.

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 <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	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.			
<b>Current prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: G201	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<b>Proposed prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: G201 or G202 or G203 or GS106	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 201	Proposed prefix and number	
Current course title	Physical Geology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Introduces physical geology which deals with minerals, rocks, internal structure of the earth and plate tectonics. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Introduces physical geology which deals with minerals, rocks, internal structure of the earth and plate tectonics. Includes three hours of lecture and three hours of laboratory per week. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test

	scores.
Reason for change	Current description does not clearly specify that G201 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	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.			
<b>Current prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 95 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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  
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## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 202	Proposed prefix and number	
Current course title	Physical Geology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Introduces physical geology which deals with mass wasting, streams, glaciers, deserts, beaches, groundwater, and use of topographic maps. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent	Introduces physical geology which deals with mass wasting, streams, glaciers, deserts, beaches, groundwater, and use of topographic maps. Includes three hours of lecture and three hours of laboratory per week. Prerequisite: WR 115, RD 115 and MTH 95 or

placement test scores.	equivalent placement test scores.
Reason for change	Current description does not clearly specify that G202 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes <b>(required information for all course revisions)</b>	New learning outcomes
Reason for change	

<b>REQUISITES:</b> 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.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 95 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 203	Proposed prefix and number	
Current course title	Historical Geology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Introduces historical geology which deals with geologic time, fossils, stratigraphic principles, and the geologic history of the North American continent. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent	Introduces historical geology which deals with geologic time, fossils, stratigraphic principles, and the geologic history of the North American continent. Includes three hours of lecture and three hours of laboratory per week. G201 or G202 or GS106 strongly

placement test scores.	recommended. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test scores.
Reason for change	Current description does not clearly specify that G203 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes <b>(required information for all course revisions)</b>	New learning outcomes
Reason for change	

<b>REQUISITES:</b> 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.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 95 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 207	Proposed prefix and number	
Current course title	Geology of the Pacific Northwest	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Introduces the regional geology of the Pacific Northwest with emphasis on Oregon geology. Includes basic geologic principles, earth materials and geology of Pacific Northwest provinces. Prerequisite: WR 115,	Introduces the regional geology of the Pacific Northwest with emphasis on Oregon geology. Includes basic geologic principles, earth materials and geology of Pacific Northwest provinces. Prior geology experience strongly recommended. Prerequisite: WR

RD 115 and MTH 20 or equivalent placement test scores.	115, RD 115 and MTH 65 or equivalent placement test scores.
Reason for change	Change in prerequisites.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	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.			
<b>Current prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 208	Proposed prefix and number	
Current course title	Volcanoes and Their Activity	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Covers the origin, activity, products, classification and hazards of volcanoes. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Covers the origin, activity, products, classification and hazards of volcanoes. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores.



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 (required information for all course revisions)	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.

<b>Current prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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 <a href="#">related instruction templates</a> .	<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  
☒ No

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

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 209	Proposed prefix and number	
Current course title	Earthquakes	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Covers the nature and origin of earthquakes, the characteristics of seismic waves, how earthquakes are measured, the hazards of earthquakes and the historical and geological record of earthquakes.	Covers the nature and origin of earthquakes, the characteristics of seismic waves, how earthquakes are measured, the hazards of earthquakes and the historical and geological record of earthquakes. Prerequisite: WR 115, RD 115 and MTH 65 or

Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	equivalent placement test scores.
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	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.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 65 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G 291	Proposed prefix and number	
Current course title	Elements of Rocks and Minerals	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions)	Proposed Description
Introduces the study of rocks and minerals that includes their classification, origin and identification. Recommended for persons interested in rock and mineral collecting, mining and prospecting. Prerequisite: WR	Introduces the study of rocks and minerals that includes their classification, origin and identification. Recommended for persons interested in rock and mineral collecting, mining and prospecting. Includes three hours of lecture and three hours of laboratory per

115, RD 115 and MTH 20 or equivalent placement test scores.	week. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test scores.
Reason for change	Current description does not clearly specify that G291 includes a lab component. The G & GS SAC receives several requests per year from students attempting to transfer their PCC credits to other institutions asking for evidence (such as syllabi) that their G & GS courses include a lab component.

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes <b>(required information for all course revisions)</b>	New learning outcomes
Reason for change	

<b>REQUISITES:</b> 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.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 95 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	<input type="checkbox"/> yes
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reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Eriks Puris	eriks.puris@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Margie Fyfield	mfyfield@pcc.edu	5/13/2011



## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Erica Srinivasan 971-227-2877 <a href="mailto:erica.srinivasan@pcc.edu">erica.srinivasan@pcc.edu</a>  Jan Abushakrah 971-722-4077 <a href="mailto:jabushak@pcc.edu">jabushak@pcc.edu</a>
Current prefix and number	GRN 233	Proposed prefix and number	
Current course title	Supporting End of Life	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	
<p><b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. <b>Avoid</b> 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: SOC 232	<input checked="" 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: None, we would like to omit SOC 232 as a prerequisite	<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 <a href="#">related instruction templates</a> .	<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

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](http://www.pcc.edu/curriculum)

#### Section # 2 Department Review

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

SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	5/13/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	5/13/2011

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CTE	Submitter name	Susan Lewis
		Phone	541-506-6047
		Email	slewis@cgcc.cc.or.us
Current prefix and number	RET 120	Proposed prefix and number	
Current course title	Basic Hydraulics	Proposed title (60 characters max)	
# Credits	5	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Students learn fundamental concepts of hydraulics, lubrication, and bearing technology with a focus on entering a profession in the wind power industry. Lab work includes learning and applying hydraulic concepts using an MB 400 Hydraulic System.	Students learn fundamental concepts of hydraulics, lubrication, and bearing technology with a focus on entering a profession in the wind power industry. Lab work includes learning and applying hydraulic

	concepts using an MB 400 Hydraulic System. Prerequisite: RET 121
Reason for change	Add prerequisite.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Using their foundational knowledge of hydraulics, lubrication, and hands-on experience in the lab, students should be able to work with technical proficiency on a wind power farm to:</p> <ul style="list-style-type: none"> <li>• build and maintain mechanical and electrical equipment,</li> <li>• identify and troubleshoot hydraulic system problems,</li> <li>• learn new relevant skills as hydraulic technology develops, and</li> <li>• work well both alone and in a team on a hydraulic project.</li> <li>• work safely and maintain a safe working environment using established practices.</li> </ul>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• build and maintain mechanical and electrical equipment,</li> <li>• identify and troubleshoot hydraulic system problems,</li> <li>• adapt to new relevant skills as hydraulic technology develops,</li> <li>• be prepared to work both alone and in a team on a hydraulic project.</li> <li>• be prepared to work safely and maintain a safe working environment using established practices</li> </ul>
Reason for change	Clearly define learning outcomes.

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

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

Current prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MTH 95	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: RET 121	<input checked="" 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	<a href="mailto:kkane@cgcc.cc.or.us">kkane@cgcc.cc.or.us</a>	5-11-11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	<a href="mailto:swolff@cgcc.cc.or.us">swolff@cgcc.cc.or.us</a>	5-11-11

## 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  
☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CTE	Submitter name Phone Email	Susan Lewis 541-506-6047 slewis@cgcc.cc.or.us
Current prefix and number	RET 121	Proposed prefix and number	
Current course title	Mechanical Power I	Proposed title (60 characters max)	
# Credits	5	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course focuses on learning the fundamentals of mechanical power. It emphasizes learning the different mechanical components from nuts and bolts to gears, gear boxes, shafts and bearings. It demonstrates the importance of lubrication in maintaining gears and other movable parts. Basic alignment and mechanical physics are taught, including aerodynamics.	No change

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 (required information for all course revisions)	New learning outcomes
<p>Upon finishing this course, students will:</p> <ul style="list-style-type: none"> <li>• Be prepared to take Mechanical Power II, which involves larger-scale mechanical construction using knowledge and experience gained from taking Mechanical Power I.</li> <li>• Build and maintain mechanical and electrical equipment having movable parts.</li> <li>• Troubleshoot mechanical problems.</li> <li>• Work safely both alone and in a team.</li> </ul>	No change
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: MTH 95	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: RET 120	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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

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](http://www.pcc.edu/curriculum)

**Section # 2 Department Review**

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

CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	<a href="mailto:kkane@cgcc.cc.or.us">kkane@cgcc.cc.or.us</a>	5-11-11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	<a href="mailto:swolff@cgcc.cc.or.us">swolff@cgcc.cc.or.us</a>	5-11-11

## 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  
☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CTE	Submitter name	Susan Lewis
		Phone	541-506-6047
		Email	slewis@cgcc.cc.or.us
Current prefix and number	RET 122	Proposed prefix and number	
Current course title	Mechanical Power II	Proposed title (60 characters max)	
# Credits	5	Proposed transcript title (30 characters max)	
Reason for 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Second course in digital electronics presents sequential circuit elements (latches and D/JK flip-flops) with applications including counters, registers, and shift registers. Sequential network analysis and synthesis are covered including the	Second course in digital electronics presents sequential circuit elements (latches and D/JK flip-flops) with applications including counters, registers, and shift registers. Sequential network analysis and synthesis are covered including the

use of state tables and state diagrams. Introduces sampling and the Nyquist Sampling Theorem including introductory coverage of analog-to-digital converters (ADC) and digital-to-analog converters (DAC). Includes a 3-hour per week laboratory. Prerequisite: RET 121	use of state tables and state diagrams. Introduces sampling and the Nyquist Sampling Theorem including introductory coverage of analog-to-digital converters (ADC) and digital-to-analog converters (DAC). Includes a 3-hour per week laboratory. Prerequisites: RET 120, EET 112
Reason for change	Change in prerequisites.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon finishing this course, students will: 1. be prepared to work in the power generation field understanding the process of power generation and the assembly, maintenance and operation of the machinery. 2. be knowledgeable about safety processes and procedures and be prepared to work safely around cranes and other heavy machinery. 3. be prepared to work safely alone and within a team on power generation projects.	No change
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: RET 121	<input checked="" 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: RET 120	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: EET 112	<input checked="" 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
CGCC Curriculum Committee Chair	Email	Date
Kristen Kane	<a href="mailto:kkane@cgcc.cc.or.us">kkane@cgcc.cc.or.us</a>	5-11-11
CGCC Chief Academic Officer	Email	Date
Susan Wolff	<a href="mailto:swolff@cgcc.cc.or.us">swolff@cgcc.cc.or.us</a>	5-11-11

## 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  
 xx☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	Communication Studies	Submitter name	Bob Pryor
		Phone	8155
		Email	Bob.pryor@pcc.edu
Current prefix and number	SP 112	Proposed prefix and number	No change
Current course title	Persuasion, Argumentation, and Debate	Proposed title (60 characters max)	Persuasion
# Credits	4	Proposed transcript title (30 characters max)	<b>No change</b>
Reason for title change	<b>To more accurately reflect course content so that the course will be more attractive to perspective students</b>		

**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 (required information for all course revisions)	Proposed Description
Explores theories of persuasion. Develops skills of inquiry and advocacy through oral discourses, including critical analysis and rules of evidence. Practice in using, planning, delivering and refuting arguments	No change

in a variety of extemporaneous formats. Through this course, students will learn how to more effectively influence others as well as how others are trying to influence them.	
Reason for change	

<b>LEARNING OUTCOMES:</b> 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes <b>(required information for all course revisions)</b>	New learning outcomes
1. Manage arguments through learned rhetorical strategies 2. Actively engage in decision making by continuing to construct, articulate, and evaluate arguments 3. Continue to use rhetorical strategies in order to engage with audiences of diverse perspectives 4. Provide community leadership through refined organizational and presentational skills	None
Reason for change	

<b>REQUISITES:</b> 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.			
<b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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
<b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Chris Edwards	<a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a>	May 6, 2011
Doris Werkman	<a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a>	May 6, 2011
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>	May 6, 2011

## General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

**Note:**

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

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Chris Edwards	<a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a>

SAC Chair	Name	E-mail Address
	Doris Werkman Chris Edwards	<a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a> <a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehrenhaus	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>

**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](mailto:curriculum@pcc.edu)**



**7. Complete the following Course Information:**

Course Prefix and Number:	SP100	Course Title:	Introduction to Speech Communication
Course Credits:	4	Gen Ed Category:	<b>Delete everything except the correct category</b> Arts and Letters
Course Description:	Introduction to Speech Communication Covers complexities of the communication process. Includes insights into the causes and effects of general communication behaviors, involvement in active exploration of basic communication theories and concepts, and opportunities to develop communication strengths. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others</li> <li>2. Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships</li> <li>3. Continuing to explore different areas of communication in order to expand a broad-base of skills and communicative tools when interacting with others.</li> </ol>		

**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>Ultimately, all aspects of this course are related to culture as human communication is deeply influenced by culture. This course covers a wide range of communication forms (Interpersonal, Verbal, Nonverbal, Group, and Mass Communication to name a few.) Imbedded within the study of these areas is a reflection on culture and how it affects our communication. For example, when studying nonverbal communication and personal space, comparing how different cultures use space differently provides students with an understanding of both their own culture and the culture of others.</p> <p>More directly, in this course Intercultural Communication is part of the required content. Along with learning more explicitly about their own and other cultures, students learn principles on effective communication with people from different cultural backgrounds.</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>Within this course a history of the discipline, often going as far back as ancient Greece, is often incorporated. Although the study of Speech Communication is primarily influenced by the development of Western society over the last 2500 years, other traditions may also be studied, such as societies with an oral tradition.</p> <p>In addition, imbedded within this course are many sub-topics which help students develop a personal perspective on communication, much of which has deep roots historically. For example, intercultural communication often includes a focus on gender and communication. When studying gender students often learn how gender communication has changed over time and evolved to what they experience in the world today. Other sub topics include the self concept and perception which directly relate to understanding of themselves which is valuable in developing a personal perspective for all topics within the class. Other topics, including language and mass communication often incorporate historical elements or reflections.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>One of the topics within the course content as specified on the CCOG is self-concept. Understanding the self is fundamental to the study of Speech Communication.</p> <p>Within this class both face-to-face and mediated communication is studied. Learning about human communication requires students to understand both their natural environments, which heavily affect our interactions especially face-to-face, and their technological environments through which our communication is often mediated.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>One of the topics within the course content as specified on the CCOG is critical thinking. Students typically learn about the fundamentals of critical thinking and the role of critical thinking in effective human communication through encoding and decoding messages.</p> <p>Students gather data in various ways including research, observation and experience. They are asked to analyze and apply these to the class and their lives.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>A central element to human communication is the ability to effectively receive and interpret messages from a variety of sources. Thus, learning about human communication is learning about the meanings of experiences. Within this course students study a variety of communication forms (Interpersonal, Intercultural, Small Group, Mass Communication, etc) and</p>

	through those areas of focus students learn how to better understand the communication of others.
F. Aesthetic and artistic values.	Communication is an art! It's really beautiful and should be valued by all. Be excellent to each other. Party on dudes!
G. Understanding of the ethical and social requirements of responsible citizenship.	<p>Communication ethics is a core concept within this field of study. Ethical/unethical communication is often discussed either as an explicit unit of study and/or is integrated within the study of various communication forms. Furthermore, communication within itself, is a social activity.</p> <p>Ultimately, the principle of learning effective communication is to learn the ethical and social requirements of responsible citizenship.</p>

### 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	
<b>Outcomes:</b>	
<p>As a result of taking General Education Arts &amp; Letters courses, a student should be able to:</p> <ul style="list-style-type: none"> <li>Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
<b>Criteria:</b>	
<p>A course in Arts &amp; Letters should:</p> <ol style="list-style-type: none"> <li>Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.</li> <li>Explore the conventions and techniques of significant forms of human expression.</li> <li>Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.</li> <li>Each course should also do at least one of the following: <ul style="list-style-type: none"> <li>Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>Examine the origins and influences of ethical or aesthetic traditions.</li> </ul> </li> </ol>	

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others</li> <li>Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships</li> <li>Continuing to explore different areas of communication in order to expand a broad-base of skills and communicative tools when interacting with others.</li> </ol>
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**\*Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.

<p>How does the course enable a student to “interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life”?**</p>	<p>Sp100 is a survey class of the discipline of Communication Studies. As a survey class it covers a wide range of communication topics giving students a broad view of human communication. Topics within the class include, perception, the self-concept, verbal communication, nonverbal communication, interpersonal communication, small group communication, mass communication, intercultural communication, etc.</p> <p>Ultimately to study human communication is to study humanity. Through the broad focus of this class students develop a deeper understanding of how our world works socially and our place/roll within it. Students also learn about the complexities of communication; how effective communication isn't a science and that all communication settings are unique. Through this course students learn to identify a range of potentially useful behaviors within a variety of communication settings. They also start to develop an ability to choose communication behaviors appropriate to the audience and the situation.</p> <p>Being able to creatively approach many situations is essential for successful communication. In turn, a person's ability to effectively communicate is directly linked to their ability to succeed in life, thus, directly impacting their quality of life.</p>
<p>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”?**</p>	<p>Collectively the outcomes of this course fulfill the ability for students to critically analyze their own human experiences. Within the course students will directly study a broad range of human communication forms and experiences. SP100 often builds from the inside out, typically starting with working to understand one's self and our own communication, to building interpersonal relationships through cultural similarities and differences, to working in small groups and eventually building media literacy and an understanding of mass communication. It is through this broad study of human communication that students gain insights into how to more effectively communicate in a variety of contexts. This helps them better understand a wide range of human experience and expression, allowing them to engage more fully in local and global issues.</p> <p>Furthermore, communication ethics is a core idea within this field of study and is essential to understand to communicate effectively.</p>
<p><b>*Note:</b> 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.</p>	

## General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

**Note:**

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

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Susan Mann	<a href="mailto:susan.mann15@pcc.edu">susan.mann15@pcc.edu</a>

SAC Chair	Name	E-mail Address
	Chris Edwards Doris Werkman	<a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a> <a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehrenhaus	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>

**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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	SP111	Course Title:	Public Speaking
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Course Credits:	4	Gen Ed Category:	Arts and Letters
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Course Description:	Introduction to speechmaking based primarily on a traditional public speaking approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Also includes techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences, and physical and vocal delivery skills. Prerequisite: MTH 20 or equivalent placement test score, and WR 121.
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Use learned public speaking skills in order to present an effective and efficient message.</li> <li>2. Provide community leadership through increased organizational and presentational skills.</li> <li>3. Make responsible decisions though the increased ability to critically examine ideas and information.</li> <li>4. Continue to use strategies and skills that manage communication anxiety.</li> </ol>
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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.	In the course, students speak from their cultural experiences and learn from the cultural experiences of others. Students examine how culture impacts presentation style and organizational patterns. Students analyze audience demographics and psychographics that relate to culture. Students discuss how to speak in a culturally inclusive style.
---	--



<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>This course examines the history of rhetorical and communication theories as the basis for our current understanding of the role of communication and persuasion in a global society. The course may incorporate historical speeches and speakers as examples. Students may identify and discuss the historical challenges of female and minority speakers. We discuss the role of rhetoric in our perception and understanding of historical and current events. In selecting topics and delivering speeches, students speak from a personal and cultural perspective of history.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Self-reflection and analysis are required in speech topic selection, in the establishment of credibility, and in the development of delivery style. Students use technologies of research to discover responsible knowledge. Incorporation of presentation aids to illustrate and support speech points uses available classroom technology. Contextual factors are assessed in the speechmaking process.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>Topic research and speechwriting requires an understanding of statistics, parts of reasoning, fallacies, as well as the ability to evaluate and select appropriate sources. An effective speech employs both qualitative and quantitative supporting material. Audience analysis is an important element of public speaking. Critical thinking is demonstrated in both the development of speeches as well as in student critiques of speeches. As an audience, critical listening skills are developed and practiced.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>The process of speechmaking involves the organizing of experiences and their meaning for a specific purpose and a specific audience. The arrangement of ideas is important in creating meaning and a variety of organizational patterns are studied and employed. Self analysis and peer analysis of speech performance also demonstrates students' abilities to gain meaning from experience.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Speechmaking is a performing art. Styles of delivery and verbal and nonverbal techniques are discussed and demonstrated. Presentation aids are created using design principles. Language choices are studied and selected for their aesthetic value. Visual literacy is discussed and demonstrated.</p> <p>As stated by Aristotle, "Rhetoric is the art of discovery in any particular case, what are the available means of persuasion."</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>The communication ethics of both speakers and listeners is emphasized and evaluated. Students learn how to use rhetorical strategies in an ethical manner. The role of persuasion in a democratic society is a course focus. Community participation is inherent in public speaking and is a key element in responsible civic engagement.</p>

**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.\*

1. Use learned public speaking skills in order to present an effective and efficient message.
2. Provide community leadership through increased organizational and presentational skills.
3. Make responsible decisions though the increased ability to critically examine ideas and information.

**\*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"?\*\*

Rhetoric is the process of discovery in a democratic society. In the course, students create and present original speeches designed to inform, persuade and inspire. Students also analyze and critique speeches given by others based on the conventions and techniques of rhetoric.

This course examines all aspects of the art of speaking, including rhetorical theory, ancient history and development of rhetoric, the Five Canons of rhetoric, listening, individual expression, ethics in speaking and listening, as well as delivery, creative presentational aids, and artful use of language.

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"?\*\*

Through this course students learn how to be effective and ethical speakers as a primary means of influencing values, attitudes, beliefs and behaviors. Students choose topics of personal, professional, community and global concern. The course teaches students to critically evaluate arguments and ideas and assess the credibility of speakers. Students learn the rhetorical heritage of Western Civilization. The interdisciplinary nature of rhetoric and its impact on human endeavor is highlighted.



<b>*Note:</b> 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.	

## Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

#### Note:

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

[General Education Request Information](#)

### 6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Robert Pryor	bob.pryor@pcc.edu
SAC Chair	Name	E-mail Address
	Chris Edwards	cedwards@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu

### 7. Complete the following Course Information:

Course Prefix and Number:	SP 112	Course Title:	Persuasion, Argumentation, and Debate
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.  
Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Course Prefix and Number:	SP 112	Course Title:	Persuasion, Argumentation, and Debate
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Course Description:	Persuasion, Argumentation, and Debate explores theories of persuasion. Develops skills of inquiry and advocacy through oral discourse, including critical analysis and rules of evidence. Practice in using, planning delivering and refuting persuasive arguments in a variety of extemporaneous formats. Through this course, students will learn how to more effectively influence others as well as how others are trying to influence them.
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Course Outcomes:	<ul style="list-style-type: none"> <li>• Manage arguments through learned rhetorical strategies</li> <li>• Actively engage in decision making by continuing to construct, articulate, and evaluate arguments</li> <li>• Continue to use rhetorical strategies in order to engage with audiences of diverse perspectives</li> <li>• Provide community leadership through refined organizational and presentational skills</li> </ul>
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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.	Utilizes principles of critical inquiry to critique the cultural basis of persuasion and argumentation. Explores the differences between Western and Eastern approaches to logic, persuasion and argumentation. Students examine how culture impacts presentation style and organizational patterns. Students analyze audience demographics and psychographics that relate to culture. Students discuss how to speak in a culturally inclusive style.
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B. Appreciation of history both from a global perspective and from a	Studies the rhetorical tradition from classical times to the present. This includes studying great speakers, male and females, who spoke out on the vital issues of their times.
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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.	Studies the art of persuasion. This includes knowledge of what motivates persons to act and the means by which, given that knowledge, speakers can influence listeners. Also studies persuasion through specific channels such as mass media and the new technologies of communication (e.g., social networking sites)
D. Ability to reason qualitatively and quantitatively.	Qualitatively through the process of argumentation and reasoning. Quantitatively through the use of evidence and the methods of gathering information to support arguments.
E. Ability to conceptually organize experience and discern its meaning.	Accomplished through extended study of the argumentation process, including the works of classical argumentation and newer approaches to informal argumentation such as the work of Stephen Toulmin.
F. Aesthetic and artistic values.	Great oratory is aesthetic and artistic in itself. Great oratory also addresses the aesthetic and artistic values of a culture.
G. Understanding of the ethical and social requirements of responsible citizenship.	Since Classical times ethics has been a central issue in public speaking. Isocrates believed that the great speaker had a duty to participate in public life as an ethically trained citizen who spoke for the good of the people and the polis. Quintilian defined rhetoric as a "good man speaking well," insisting that rhetoric, ethics and citizenship were intertwined. It is the same today.

### 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.\*

- Manage arguments through learned rhetorical strategies
- Actively engage in decision making by continuing to construct, articulate, and evaluate public arguments

	<ul style="list-style-type: none"> <li>• Provide community leadership through refined organizational and presentational skills.</li> <li>• Continue to use rhetorical strategies in order to engage with audiences of diverse perspectives.</li> </ul>
<b>*Note:</b> 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"?**	Since classical times rhetoric has been one of the central disciplines of Arts and Letters. The art of rhetoric is the art of creativity; the goal of rhetoric is to enrich the quality of life by promoting the enduring values of Western civilization.
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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"?**	Rhetoric is the art of inquiry in every discipline at every level of the social hierarchy, from locally to globally. Rhetoric/persuasion is inevitable. No aspect of social, cultural, economic, political, or institutional life exists without it or should escape the force of critical inquiry embedded in it.
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<b>*Note:</b> 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.	
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## Arts and Letters General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

**Note:**

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

[General Education Request Information](#)

### 6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Patricia Semura	psemura
SAC Chair	Name	E-mail Address
	Chris Edwards/Doris Werkman	cedwards/dwerkman
SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehrenhaus	Charmagne.ehrenhaus

### 7. Complete the following Course Information:

Course Prefix and Number:	SP 140	Course Title:	Intro to Intercultural Comm
Course Credits:	4	Gen Ed Category:	Arts and Letters

**Save this document as the course prefix and number.**  
**Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)**

Course Prefix and Number:	SP 140	Course Title:	Intro to Intercultural Comm
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Course Description:	Explores the nature and impact of different cultures on communication. Includes interactive relationship forms as the basis for global understanding in the classroom, business, or travel. Focus on processing messages with accelerating changes in political, economic, and immigration patterns through individual cultural perceptions. Understand and communicate with people who are "different." [have different values and beliefs.] [Communication behaviors are discussed with the goal to encourage sensitivity and empathy toward people with different values and beliefs.]
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Explore how culturally based assumptions influence communicative behaviors, perceptions, and attitudes.</li> <li>2. Examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues.</li> <li>3. Critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs.</li> <li>4. Analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication.</li> <li>5. Explore intercultural communication in terms of power relationships.</li> </ol>
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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.	Outcome 1, 2, 3, 4, 5 address this element. Outcome 1-exploring how culturally based assumptions influence communicative behaviors, perceptions, and attitudes; Outcome 2-examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues; Outcome-3 critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs; Outcome-4 analyze how social
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	institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication; and Outcome-5 explore intercultural communication in terms of power relationships will enable students to understand their own 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.	Outcomes 2, 4, 5 address this element. Outcome 2-examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues, outcome 4-analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication, and Outcome 5-explore intercultural communication in terms of power relationships will enable students to appreciate a global and personal appreciation of history, including an awareness of the role played by gender and by various cultures.
C. Understanding of themselves and their natural and technological environments.	Outcomes 1 and 2 address this element. Outcome 1-explore how culturally based assumptions influence communicative behaviors, perceptions, and attitudes, and outcome 2-examine historically based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues will enable students to understand themselves and their natural and technological environments.
D. Ability to reason qualitatively and quantitatively.	Outcomes 1, 2, 3, address this element. Outcome 1-explore how culturally based assumptions influence communicative behaviors, perceptions, and attitudes, outcome-2 examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues, and outcome-3 critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs, will enable students to reason qualitatively and quantitatively.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes 1, 2, 3, 4, address this element. Outcome 1-explore how culturally based assumptions influence communicative behaviors, perceptions, and attitudes, outcome 2-examine historically based worldviews and the evolution of communication in order to become more sensitive toward people with different values and beliefs, outcome-3 critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs, outcome-4 analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication, will enable students to conceptually organize experience and discern its meaning.
F. Aesthetic and artistic values.	Outcome 2- examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues, includes cultural differences in the perception of art and language and contributes to aesthetic and artistic values.
G. Understanding of the ethical and social requirements of responsible citizenship.	Outcome 4 and 5 address this element. Outcome 4-analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication, and outcome-5 explore intercultural communication in terms



	of power relationships, will enable students to understand the ethical and social requirements of responsible citizenship.
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### 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.\*

1. Explore how culturally based assumptions influence communicative behaviors, perceptions, and attitudes.
2. Examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors, and issues.
3. Critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs.
4. Analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication.
5. Explore intercultural communication in terms of power relationships.

**\*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"?\*\*

By developing a student's ability to understand cultural perspectives as reflected in cultural/linguistic forms of speaking and communicating, students will gain skills in understanding and creating more appropriate messages for specific occasions/situations/cultures. The process of practicing empathic understanding and constructing intercultural messages will help students to gain increased awareness and appreciation of others' cultural and communication frameworks and their own cultural-communication frameworks, contributing to enrichment of their 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"?\*\*

Culture is defined for the study of communication. International and domestic intercultural communication involving challenges of communicating in an intercultural world are covered. Students learn the history of metaphors of US cultural diversity, and basic communication tools for improving intercultural communication. Students identify and analyze complex practices, values, and beliefs by learning taxonomies of cultural patterns (Hall's High-and Low-context cultural patterns, Hofstede's Cultural

	<p>patterns, Confucian cultural values) and the evolution of these patterns as they relate to communication. Students focus on learning the nature of identity, formation of cultural identity, cultural biases such as social categorizing, ethnocentrism, stereotyping, prejudice, discrimination, racism, intercultural contact, including dominance and subordination between groups and attitudes among cultural members. Characteristics of nonverbal communication codes, the power of language in intercultural communication including features of the language such as rule systems in verbal codes, the Sapir-Whorf hypothesis of linguistic relativity, preferences in organization of verbal codes, cultural variations in persuasion, structure of conversations such as value of talk and silence, rules for conversation, dimensions of interpersonal relationships, facework in interpersonal communication, and facework in intercultural communication, improving intercultural relationships, the nature of social episodes, the ethics of intercultural communication are all components of the course that are essential to students' learning to understand their own culturally-based assumptions that influence their perceptions, behaviors and communication. Communication behaviors are analyzed and discussed with the goal to encourage sensitivity and empathy toward people with different values and beliefs.</p>
<p><b>*Note:</b> 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.</p>	

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:

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

(Please insert link to that form here.)

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	<a href="#">Jeremy Estrella</a>	<a href="mailto:jeremy.estrella@pcc.edu">jeremy.estrella@pcc.edu</a>

SAC Chair	Name	E-mail Address
	<a href="#">Doris Werkman</a> <a href="#">Chris Edwards</a>	<a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a> <a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	<a href="#">Charmagne Ehrenhaus</a>	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>

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](mailto:curriculum@pcc.edu)

7. Complete the following Course Information:

Course Prefix and Number:	SP214	Course Title:	Interpersonal Comm: Theory and Practice
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Course Credits:	4	Gen Ed Category:	Delete everything except the correct category Arts and Letters
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Course Description:	Study of interpersonal communication in different contexts; focuses on message exchange in person-to-person interactions , emphasizing theoretical principles and their application. Concentration is in the development of various communication skills in interpersonal contexts. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Continue to adjust communicative behavior in order to improve the quality of dyadic interactions within various settings</li> <li>2. Using learned active listening skills in order to analyze and explain others dyadic interactions.</li> <li>3. Manage conflict through learned conflict management techniques within a variety of situations.</li> </ol>
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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.	Students explore interpersonal communication from their own unique cultural backgrounds. Culture is a central component of interpersonal communication. All topics and concepts discussed in class are put into a cultural perspective. Students speak from their cultural experiences and discuss how to be culturally inclusive. Students develop an appreciation of intercultural differences in interpersonal communication.
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<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>Individuals discover an awareness of their own relational histories and communication patterns. The interconnectedness of communication is discussed across countries and cultures as well as Interpersonal Communication as being culturally specific in terms of nonverbal and verbal communication. Students develop an understanding of how gender is constructed through communication and how gender is viewed across cultures.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>Self-concept, self-awareness, listening and perception are concepts covered, which have students reflect on themselves and their own communication in face-to-face and mediated communication. Mediated communication and technology are discussed and their relation to the dynamic nature of communication. Students analyze the effectiveness of their own, as well as others', communication choices in a variety of contexts. Students examine methods of understanding self.</p>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>Interpersonal messages are analyzed according to principles of critical thinking. Quantitative and qualitative studies are examined. Observation and analysis using communication models. Case studies may be examined.</p>
<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>A central element to interpersonal communication is the ability to effectively receive and interpret messages from a variety of sources. Thus, learning about interpersonal communication is learning about the meanings of experiences. Students learn how to better understand the communication of others. Interpersonal concepts are then applied to these experiences to discern meaning.</p>
<p>F. Aesthetic and artistic values.</p>	<p>Conflict management. Utilize creative techniques to analyze and identify interpersonal messages.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>Students develop an understanding of messages and the probable effects of communication. Ethical guidelines for listeners and speakers in interpersonal communication are examined and practiced. Students gain an understanding of how to interact responsibly interpersonally within the guidelines of ethics.</p>

### 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.\*

1. Continue to adjust communicative behavior in order to improve the quality of dyadic interactions within various settings
2. Using learned active listening skills in order to analyze and explain others dyadic interactions.
3. Manage conflict through learned conflict management techniques within a variety of situations.

\*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"?\*\*

Increase an awareness of how to interact interpersonally in society. Student obtains an understanding in how to have successful relationships in all areas of life. Students learn strategies and techniques of conflict management, relational management and friendship. In-class activities, exercises and role-plays give students the tools of communication for how to interact effectively in the real world.

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"?\*\*

Through this course students learn how to be an effective and ethical communicator as a primary means of learning, relating, and influencing. Students critically analyze their own communication behaviors, how to improve conflict management and relational development.

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

## Portland Community College

**General Education/Discipline Studies List Request Form**

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

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

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

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

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

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

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

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

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

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

**Note:**

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

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Jorge Espinosa	jespino@pcc.edu

SAC Chair	Name	E-mail Address
	Doris Werkman/Chris Edwards	Dwerkman@pcc.edu/cedwards@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehrenhaus	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>

**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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**



Course Prefix and Number:	SP 215	Course Title:	Small Group Communication: Process and Theory
Course Credits:	4	Gen Ed Category:	<b>Delete everything except the correct category</b> Arts and Letters
Course Description:	Problem solving aspects of small group activities. Includes process and task, leadership, verbal and non-verbal messages in the small group, norms and roles, conflict reduction, and decision making. Focuses on theory and practice. SP 100 recommended. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Continue to adjust communicative behavior in order to improve the quality of small group interactions within various settings</li> <li>2. Manage projects, presentations, and small groups through learned communication strategies.</li> <li>3. Manage conflict through learned communication strategies within the small group setting.</li> <li>4. Use learned active listening skills in order to analyze and explain others' communicative behaviors within the small group.</li> </ol>		

#### 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.	Students learn about individualistic and collectivist cultures. With that in mind, students learn that individual goals must be secondary to the group's effective decision-making. Awareness and sensitivity to differences in cultural imprinting facilitate an
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	understanding of communication misfires between the genders resulting in mediation of the predominantly male status and female's connection interaction modes. Students explore and work with differences in verbal participation in small groups by recognizing low and high context cultural communication frameworks. Students become cognizant of the importance of inclusion by applying the 20 percent rule which states: "in groups, discrimination drops when a minimum of 20% (or 2 members in a 5 to 7 member group) are minorities. Which ultimately leads to inclusive practices.
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.	Communication in the workplace is mediated between men and women in that traditionally the organization modus operandi has been that of status and not connection. By recognizing the glass ceiling workplace obstacles, by acknowledging the differences in the experiences of men and women regarding abuse, molestation, incidence of rape, and pay differentials, students become more sensitive to each other and are able to contextualize their interactions and decision-making. A particular interactive pre-condition when groups look into research bias and how such are likely to change given the significant demographic changes affecting society and the workplace in particular. Cultural and gender awareness and sensitivity are essential to effective problem solving in the small group format.
C. Understanding of themselves and their natural and technological environments.	By understanding the organization's culture and the important role effective communication plays in accounting for 80% of those able to keep their jobs, students can focus in on the various technologies in the workplace and how to use them. Managing information overloads; understanding and accepting what comes from chosen and assigned roles; accepting the responsibilities that come from leadership and the rules and norms guiding decision-making teaches students how to mediate group interactions.
D. Ability to reason qualitatively and quantitatively.	By providing students with the opportunity to understand and develop critical thinking analysis, they can in turn apply such to decision-making the prevention of collective inferential errors, groupthink and confirmation biases; all of which result in effective and expeditious problem solving.
E. Ability to conceptually organize experience and discern its meaning.	Inferring and negotiating meaning in small groups are predicated on the acquisition of a critical thinking framework. Which results in creative problem solving, effective and expeditious brain storming, framing and reframing conflicting propositions, and allow for the application of nominal group techniques, integrative problem solving, the standard agenda format, and necessary conflict resolution interventions.
F. Aesthetic and artistic values.	A cooperative and collaborative climate in the group encourages creativity. Creative decision-making results in synergistic, visually pleasing, and reflect the artistic values of the organization and its culture. –Artistic values in organizational culture.
G. Understanding of the ethical and social requirements of responsible citizenship.	The ethical imperative in the workplace defines and guides leadership, decision-making and the selection of the appropriate processing of decisions and actions such as majority rule, minority rule, and unanimity rule (consensus). this results in inclusive and constructive participation where disagreement is reframed and solutions are integrated.

## 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.\*

1. Continue to adjust communicative behavior in order to improve the quality of small group interactions within various settings
2. Manage projects, presentations, and small groups through learned communication strategies.
3. Manage conflict through learned communication strategies within the small group setting.
4. Use learned active listening skills in order to analyze and explain others' communicative behaviors within the small group.

**\*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"?\*\*

Small group communication fosters individual and collective creativity. Through informed, structured, and responsible presentations, students address social, economic and political issues in their communities. The content of their presentations are based on actual, face-to-face interactions with each other and members of the community at large. By including and collaborating with other students they interact and act in ways that are consistent with the notion of participatory democracy.

<p>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”?**</p>	<p>In this course students learn how to be effective and ethical participants in decision-making.</p> <p>At the core of small group decision-making is the critical analysis of group interaction, development of tools for the gathering of information, and the establishment of benchmarks for the accomplishment of goals and objectives.</p> <p>Within a critical framework, students’ exposure to cultural differences and its impact on small group communication will provide an opportunity for them to learn about the different influences on Western civilization.</p> <p>The study and practice of critical thinking skills and creative problem solving, decreases the distortion of local and global issues by them and others.</p> <p>By studying and practicing methodical decision making comprised of inclusive participation; ensuring participation and contribution to the project/product by all members; by considering and applying various sets of rules binding the group’s decisions; by encouraging constructive participation and integrative solutions; by understanding various models of regarding the dynamics between a leader and a follower, students learn about ethical responsibility.</p>
<p><b>*Note:</b> 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.</p>	

## 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:**

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

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

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**Note:**

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(Please insert link to that form here.)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Doris Werkman	<a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a>

SAC Chair	Name	E-mail Address
	Chris Edwards Doris Werkman	<a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a> <a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehernhaus	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>

**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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	SP 227	Course Title:	Nonverbal Communication
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Studies the nonverbal aspect of communication as related to verbal communication. Emphasis is on the theories and types of nonverbal behavior. Consideration is given to the influence of such factors as voice, body movement, eye behavior, touch, space, time, smell, and physical and social environments. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<ul style="list-style-type: none"> <li>• Use an increased understanding of nonverbal communication theory in order to recognize perceptions and judgments based on communicative behaviors of self and others</li> <li>• Manage nonverbal techniques in order to improve communication competence</li> <li>• Continue to use an awareness of communicative behaviors in an effective manner in order to interpret and incorporate nonverbal messages as they are filtered through such aspects as culture, perception, and context.</li> </ul>
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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:

- 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>Communication is the exploration of the world around us. Nonverbal communication is the majority of our communication process. Through this course students learn to recognize how our cultural perceptions shape the way we interact with one another and with the world. Students specifically focus on cultural behaviors in nonverbal communication, contextual aspects, and gendered aspects. Analysis of their own cultural learning is compared to others' reality of the world. According to the CCOG, students will be able to demonstrate understanding of the role culture plays in the molding and interpretation of nonverbal messages.</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>Evolution of the study of nonverbal communication is explored. Students study how nonverbal behavior is learned—culturally and physically (all people are born able to move; culture tells us what those movements mean). The functions of nonverbal are taught, as are typologies: kinesics, chronemics, haptics, objectics, vocalics, proxemics, olfactics, appearance, environment. Examined are power and status, gender aspects, cultural aspects, and different relational messages. According to the CCOG, students will be able to identify a range of potential interpretations of nonverbal behaviors.</p>
<p>C. Understanding of themselves and their natural and technological environments.</p>	<p>It is through the process of communication that we learn about ourselves. How we interact with others, how we perceive others, how others perceive us. Image management, as well as other theoretical studies, is one aspect of this course that allows students to understand how we use nonverbal behaviors to send and receive messages about ourselves, our relationships, our world. Explores the natural and technological channels of communication impact nonverbal interpretations of messages. According to the CCOG, students will:</p> <ul style="list-style-type: none"> <li>• Be able to identify a range of effective nonverbal behaviors to manage their impressions.</li> <li>• Be able to choose nonverbal behaviors appropriate to differing situations.</li> </ul>
<p>D. Ability to reason qualitatively and quantitatively.</p>	<p>As we interact with one another, we are constantly using different types of reasoning. The course provides information on different aspects of nonverbal behavior and how it interacts with verbal messages, be it replacing the verbal message, reinforcing the verbal message, or contradicting the verbal message. According to the CCOG, students will:</p> <ul style="list-style-type: none"> <li>• Be able to identify a range of potential interpretations of nonverbal behaviors.</li> <li>• Be able to choose nonverbal behaviors appropriate to differing situations.</li> </ul>

<p>E. Ability to conceptually organize experience and discern its meaning.</p>	<p>Communication is a holistic process. Any course in communication will start with the journey inward and work its way out. Students are guided through this journey, depending on the subject, with theories and research and self reflection. For example by examining how perceptions affect the way we see the world and how the way others perceive us, students can make selections in their own lives of how to interpret the world around them. This course starts with perceptions and moves through to the contextual/situational/relational aspects. According to the CCOG, students will:</p> <ul style="list-style-type: none"> <li>• Be able to identify a range of effective nonverbal behaviors to manage their impressions.</li> <li>• Be able to choose nonverbal behaviors appropriate to differing situations.</li> </ul>
<p>F. Aesthetic and artistic values.</p>	<p>Generally applicable in that the aesthetic value of communication is expressed through nonverbal channels.</p>
<p>G. Understanding of the ethical and social requirements of responsible citizenship.</p>	<p>It is through communication that our culture develops and moves from generation to generation. Understanding how our communicative behavior effects the world and our relationships, our communities, our lives is important for people to become fully involved citizens. Students learn to recognize and understand the difference in touch, such as culturally acceptable touch, use of emblems and the meanings associated with them; generally focused on cultural meaning of behaviors. According to the CCOG, students will:</p> <ul style="list-style-type: none"> <li>• Be able to describe nonverbal patterns that people enact.</li> <li>• Be able to identify a range of potential interpretations of nonverbal behaviors.</li> <li>• Be able to demonstrate understanding of the role culture plays in the molding and interpretation of nonverbal messages.</li> </ul>



**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.
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  - 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.\*

- Use an increased understanding of nonverbal communication theory in order to recognize perceptions and judgments based on communicative behaviors of self and others
- Manage nonverbal techniques in order to improve communication competence
- Continue to use an awareness of communicative behaviors in an effective manner in order to interpret and incorporate nonverbal messages as they are filtered through such aspects as culture, perception, and context.

**\*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"?\*

As we improve our communication, we have a broader repertoire of choices. As each communication situation or event is different, being able to interact with the individual will increase understanding and feelings of success. When we can understand how our world "works," how we interact with the world, and that others have a different way of examining the world, then we potentially have a richer life. Studying nonverbal communication is one piece of the communication puzzle. This course not only examines communication from different perspectives, cultural interpretations, and individual management, it also examines the importance of recognizing our interpretations of others' behaviors. Through communication theories such as interactional theory, phenomenological theory, systems theory, and others, this course explores the human experience of communication. Communication crosses all disciplines and all studies. It is the basis for all



	<p>human interaction.</p> <p>Students are asked to explore the different typologies in a situational or contextual structure, such as gendered nonverbal behavior or status and power structures. They are then asked to critically examine these differences through research and role playing, through observation and recounting of experiences. They then are able to apply knowledge to their own lives.</p>
<p>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”?**</p>	<p>Through this course, students learn how to critically examine their own perceptions, their own behaviors, their own interpretations of others’ behaviors, and of their own world, recognizing that others have a different interpretation of these aspects. They are given the tools and skills to critically examine both near and far, and are encouraged to analyze and challenge their own communicative behaviors. They are presented with research, asked to dig deeper and research subjects, write papers and present group reports.</p> <p>In this course, as in all Communication Studies courses, students are presented with the means to fulfill all aspects of Arts and Letters requirements because Communication is what A &amp; L embraces.</p>
<p><b>*Note:</b> 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.</p>	

## General Education/Discipline Studies List Request Form

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

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

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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>

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

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(Please insert link to that form here.)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Robert Pryor	bob.pryor@pcc.edu

SAC Chair	Name	E-mail Address
	Chris Edwards Doris Werkman	dwerkman@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehrenhaus	Charmagne.ehrenhaus@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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	Sp 228	Course Title:	Mass Communication
Course Credits:	4	Gen Ed Category:	<b>Delete everything except the correct category</b> Arts and Letters
Course Description:	Explores the symbiotic relationship of the mass media and society from a rhetorical perspective. Investigation into the technological advancements in mass communication and their subsequent effect on public discourse and the individual in society will be examined.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.</li> <li>2. Continue to recognize the connection between media freedoms and democracy in order to maintain that delicate balance between freedom of the press and freedom of the society.</li> <li>3. Provide community leadership through the recognition of the political and economic influence of the media.</li> <li>4. Continue to use media literacy skills in order to recognize the connections make in any given situation, be its relationships, business, travel or political choices.</li> </ol>		

**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:

- 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>SP 228 studies the relationship between mass media and culture. It does this through the framework of teaching students media literacy. Media literacy consists of:</p> <ul style="list-style-type: none"> <li>• An understanding of the commercial forces behind media materials.</li> <li>• An awareness of political influences that shape mass media.</li> <li>• An understanding of the role of media in different countries and cultures.</li> <li>• An ability to examine media content systematically for both broadly cultural and specifically commercial and political meanings.</li> <li>• An ability to think through the ethical implications of the mass media for the individual and the society</li> <li>• An awareness of ways in which the public can influence the production and distribution of mass media materials</li> </ul>
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>The course traces the development of mass media from oral cultural traditions, to writing, to print, broadcasting and electronic media, and digital media. It discusses how individuals use media and the gratifications they derive from media usage. In terms of gender, the course discusses changing images of women in the media, as well as contemporary media portrayals of masculinity and femininity.</p>
C. Understanding of themselves and their natural and technological environments.	<p>Mass Media present ideas of the culture in <b>three</b> broad and related ways:</p> <ol style="list-style-type: none"> <li>1. They direct people's attention toward codes of acceptable behavior within society and how to talk about them,</li> <li>2. They tell people what and who counts in their world and why.</li> <li>3. They tell people what others think of them and what people "like themselves" think of others.</li> </ol> <p>The course argues that individuals' frames of reference and world views are cultivated through the stories the media tells. The course also argues that the very technology of the media shapes the consciousness of its users; that for example, people who are now growing up in the digital world (digital natives) think differently from previous generations who grew up in different media eras, and that difference, in major ways, is a function of technological adaptation.</p>
D. Ability to reason qualitatively and quantitatively.	<p>Media literacy enables students to better evaluate information, Students use critical thinking skills to analyze and evaluate a piece of information before deciding if it's accurate, factual and devoid of any severe biases. Quantitative reasoning consists of social scientific approaches to the study of media (learning theory) and content analytic approaches (agenda setting, cultivation theory)</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>Media literacy is an organizing process as well as a reasoning process. It teaches students how to read media texts, to decipher the subtexts with their embedded values and points of view.</p>
F. Aesthetic and artistic values.	<p>Studies film, television, videos, etc. from an aesthetic and artistic point of view.</p>

G. Understanding of the ethical and social requirements of responsible citizenship.	A major part of this course is study of the practice of journalism as guaranteed in the First Amendment. Democracy cannot exist without a free press. Responsible citizenship is the cornerstone of this class.
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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	
<b>Outcomes:</b>	
As a result of taking General Education Arts & Letters courses, a student should be able to:	
<ul style="list-style-type: none"> <li>Interpret and engage in the Arts &amp; Letters, making use of the creative process to enrich the quality of life; and</li> <li>Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.</li> </ul>	
<b>Criteria:</b>	
A course in Arts & Letters should:	
<ol style="list-style-type: none"> <li>Introduce the fundamental ideas and practices of the discipline and allow students to apply them.</li> <li>Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.</li> <li>Explore the conventions and techniques of significant forms of human expression.</li> <li>Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.</li> <li>Each course should also do at least one of the following: <ul style="list-style-type: none"> <li>Foster creative individual expression via analysis, synthesis, and critical evaluation;</li> <li>Compare/contrast attitudes and values of specific historical periods or world cultures; and</li> <li>Examine the origins and influences of ethical or aesthetic traditions.</li> </ul> </li> </ol>	

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.</li> <li>Continue to recognize the connection between media freedoms and democracy in order to maintain that delicate balance between freedom of the press and freedom of the society.</li> <li>Provide community leadership through the recognition of the political and economic influence of the media.</li> <li>Continue to use media literacy skills in order to recognize the connections make in any given situation, be its relationships, business, travel or political choices.</li> </ol>
<b>*Note:</b> 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"?**	<p>This acquirement is achieved through teaching students media literacy. Media literacy is the ability to access, analyze, evaluate, and create media in all its forms.</p> <ul style="list-style-type: none"> <li>To <b>analyze</b> means examining a piece of media objectively and separating the various elements.</li> <li>To <b>evaluate</b> means taking the elements learned from analysis and applying media literacy ideas to it and combining that with your own values.</li> <li>To <b>create</b> means to take everything learned about a particular type of media and applying it all to something new and original.</li> </ul>
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<p>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”?**</p>	<p>Media literacy. See above. Also class discussions of contemporary events as they unfold and the role the media plays in those events, such as the Arab Spring of 2011.</p> <p>These answers address each of the five criteria articulated above.</p>
<p><b>*Note:</b> 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.</p>	

## General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

**Note:**

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

(Please insert link to that form here.)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Holly King	hking@pcc.edu

SAC Chair	Name	E-mail Address
	Doris Werman Chris Edwards	<a href="mailto:dwerkman@pcc.edu">dwerkman@pcc.edu</a> <a href="mailto:cedwards@pcc.edu">cedwards@pcc.edu</a>

SAC Admin Liaison	Name	E-mail Address
	Charmagne Ehernhaus	<a href="mailto:charmagne.ehrenhaus@pcc.edu">charmagne.ehrenhaus@pcc.edu</a>

**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](mailto:curriculum@pcc.edu)**

**7. Complete the following Course Information:**

Course Prefix and Number:	SP 237	Course Title:	Gender Communication
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Examines the similarities and differences in male and female communication styles and patterns. Particular attention given to the implications of gender as social construct upon perception, values, stereotypes, language use, nonverbal communication, and power and conflict in human relationships. Discusses influence of mass communication upon shaping and constructing male and female sex roles. Course fulfills block transfer and cultural diversity requirements and is transferable to state four-year colleges and universities. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Continue to communicate more effectively by the awareness of the need to navigate through diverse viewpoints shaped by gender identities and expectations. □</li> <li>2. Create and manage relationships through the understanding of gender communication theory □</li> <li>3. In order to make decisions, use an increase in understanding of how gender influences our reflections of and resolutions regarding personal, social, and political problems.</li> </ol>
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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 represents a major part of the college's commitment to that process.



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

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

A. Understanding of their culture and how it relates to other cultures.	In the study of Gender Communication differentiates masculine and feminine communication styles, then examines how biology, learning, and culture influences the development of these styles and conflicts that can occur between these styles. Cultural expectations of gender are examined and conflicts across cultures enter into discussion through out the course content. Study of cultures includes and examination of, values, beliefs, and behaviors. Language, nonverbal communication, identity, perception...are amongst the key areas of study.
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.	A discussion of American history and the impact of social movements on gendered communication is the primary starting point for the course as a whole. Global historical, rhetorical, political and cultural topics and issues form a thread through out the entire course. Power and status are also topics that are taken into special consideration.
C. Understanding of themselves and their natural and technological environments.	Understanding self-concept is the foundation of the course as a whole. Theories of family, relational development, and conflict are examined. Discussions of communication contexts such as patriarchy, matriarchy, physical space, environment, geography, and communication technologies are addresses. Special consideration to discuss education, workplace, and corporate communication.
D. Ability to reason qualitatively and quantitatively.	Researching topics and critically examining, and integrating source material. Students learn to differentiate qualitative and quantitative research and utilized this data in papers and oral reports. Learning how to differentiate statistical generalizations from individual variations.
E. Ability to conceptually organize experience and discern its meaning.	Understanding stereotypes and generalizations. Analyze and write about experience breaking it down by categories. Categorization of behaviors and experiences. Organized and present research findings orally and in writing.
F. Aesthetic and artistic values.	Examining cultural variations in aesthetics in regard to masculine and feminine experience and style. Expression of artistic valises in language media, design, technology etc.
G. Understanding of the ethical and social requirements of responsible citizenship.	Examining cultural ethical differences. Differentiating between, institutional ethical systems, in family, religion, education, media, and corporate environment.

**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.\*

1. Continue to communicate more effectively by the awareness of the need to navigate through diverse viewpoints shaped by gender identities and expectations. □
2. Create and manage relationships through the understanding of gender communication theory □
3. In order to make decisions, use an increase in understanding of how gender influences our reflections of and resolutions regarding personal, social, and political problems.

**\*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"? \*\*

Analysis and interpret written and visual text in media, books, film, television, visual art. Create presentations to be presented orally, artistically or on-line.  
By developing a student's ability to understand gendered perspectives as reflected in cultural/linguistic forms of speaking and communicating, students will gain skills in understanding and creating more appropriate messages for specific occasions and situations. The process of practicing empathic understanding and constructing messages will help students gain an increased awareness and appreciation of others' communication frameworks and their own gendered-communication frameworks, contributing to enrichment of their quality of life

How does the course enable a student to "critically

Through this course students learn how to identify gender and other cultural factors which influence individual and institutional on values, attitudes,

analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?\*\*

beliefs and behaviors. They are encouraged to evolve a more complex understanding of ethics and make decisions for their future communication in a variety of settings including on the global level. Through this course, students learn how to critically examine their own perceptions, their own behaviors, their own interpretations of others' behaviors, and of their own world, recognizing that others have a different interpretation of these aspects. They are given the tools and skills to critically examine both near and far, and are encouraged to analyze and challenge their own communicative behaviors. They are presented with research, asked to dig deeper and research subjects, write papers and present group reports.

In this course, as in all Communication Studies courses, students are presented with the means to fulfill all aspects of Arts and Letters requirements because Communication is what A & L embraces.

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

## Portland Community College

## Course Revision

What do you want to change?

Check all that apply- double click on the 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CG	Submitter name	Sonya Bedient
		Phone	4542
		Email	<a href="mailto:sonya.bedient@pcc.edu">sonya.bedient@pcc.edu</a>
Current prefix and number	CG 190	Proposed prefix and number	CG 190
Current course title	Mentorship/Latino(a) Students	Proposed title (60 characters max)	Intercultural Leadership for Mentors
# Credits	3	Proposed transcript title (30 characters max)	Intercult Leadership - Mentors
Reason for title change	Due to the changes in CG 190 to be more generalized, the course title reflects these changes.		

**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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Offers instruction in areas of leadership and mentorship for those serving as mentors to Latino(a) high school students who are enrolled in the Oregon Leadership Institute. Covers the mentoring process as well as	Explores concepts of cross-cultural leadership and mentorship styles. Assists in the development of leadership and mentorship skills with the intent of supporting college success and retention of self and others. Includes teambuilding, goal-setting, role

intercultural skills and effective communication strategies. Requires instructor consent and willingness to be enrolled for fall, winter, and spring terms.	modeling, public speaking, time management, ethics, diversity, and customer service. Inspires the cultivation of a personal leadership vision and cross-cultural awareness, respect, and understanding. Course may be taken three times for credit. Requirement: Must pass a criminal background check if working with middle or high school students.
Reason for change	In response to requests from other programs to develop mentorship/leadership courses under CG, we have generalized the CG 190 course to be usable by other programs beyond the Oregon Leadership Institute.

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 <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> <li>1. Work in team settings</li> <li>2. Prepare, research and facilitate workshops</li> <li>3. Develop workshop portfolios</li> <li>4. Will have skills required to promote life-long learning and leadership skills</li> <li>5. Conduct research on ones culture, scholarships/financial aid information and leadership skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate personal leadership vision and cross cultural awareness when leading or mentoring groups or individuals across a range of diverse environments.</li> <li>2. Adapt leadership strategies and activities in accordance with needs and goals of participants.</li> <li>3. Apply workshop facilitation skills and portfolio development in the work environment.</li> <li>4. Engage in life-long learning and continued leadership skill development.</li> </ol>
Reason for change	CG has updated the outcomes to reflect the updated course description and to address the "out there" outcomes focus.

<p>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</p> <p>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.</p>			
<p align="center"><b>Current prerequisites, corequisites and concurrent</b></p> <p align="center">If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>			
<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sonya Bedient	<a href="mailto:sonya.bedient@pcc.edu">sonya.bedient@pcc.edu</a>	05/11/11
SAC Administrative Liaison	Email	Date
Katy Ho	<a href="mailto:kho@pcc.edu">kho@pcc.edu</a>	5/13/11

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CG	Submitter name Phone Email	Sonya Bedient 4542 sonya.bedient@pcc.edu
Current prefix and number	CG 280L	Proposed prefix and number	CG 180
Current course title	Career Development	Proposed title (60 characters max)	Intercultural Leadership for Mentees
# Credits	1	Proposed transcript title (30 characters max)	Intercult Leadership - Mentees
Reason for title change	Currently the number is a designated Cooperative Education # which is not appropriate for the type of course it is. The new number is independent of Coop Ed.		

**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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(required information for all course revisions. Include requisites)		(include requisites)
Provides Latino high school students an opportunity to develop leadership skills, explore career and educational options after high school through interactive sessions. Audit available.		Provides an opportunity for students from diverse cultural backgrounds to celebrate their cultural identity, develop educational goals and enhance their leadership skills. Includes college retention strategies, multi-cultural communication, diversity, team-building, community and environmental responsibility, critical thinking, problem solving, cultural awareness and self-reflection. Connects students with a mentor(s) through a series of interactive sessions. Course may be taken three times for credit. Requirement: Instructor permission.
Reason for change	The original course was part of the Oregon Leadership Program and has been changed to reflect the more general approach to the course and relate to the CG190 course.	

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

Current learning outcomes (required information for all course revisions)		New learning outcomes
No data available		<ol style="list-style-type: none"><li>1. Apply knowledge of college opportunities to develop and pursue post-secondary educational goals.</li><li>2. Use leadership skills when participating in peer, academic and community groups.</li><li>3. Effectively communicate as a team member and team leader in multi-cultural group settings.</li><li>4. Engage in life-long learning and continued leadership skill development.</li></ol>
Reason for change	Original CCOG is missing so outcomes were created to reflect "out their" outcomes.	

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



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

### Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

### Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

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

☐

yes

☒

no

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

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

Please provide details, who was contacted and the resolution.

☐

Yes

☒

No

Implementation term

☒

Next available term after approval

☐

Specify term( if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Sonya Bedient	<a href="mailto:sonya.bedient@pcc.edu">sonya.bedient@pcc.edu</a>	05/11/11
SAC Administrative Liaison	Email	Date
Katy Ho	<a href="mailto:kho@pcc.edu">kho@pcc.edu</a>	05/13/11