CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee

Agenda
January 11, 2006- 3:00 pm
Sylvania, CC- Conference Room B

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

Distance Learning Approvals
- ENL 250

Experimental Courses
- EMT 199- EMT Intermediate Part 1
- EMT 299- EMT Intermediate Part 2

Inactivated Courses
- None

OLD BUSINESS:

132. SOC 231- Sociology of Health & Aging
Designation Request- GenEd list B

NEW BUSINESS:

133. AVS 127- Introduction to Aviation
Revision- Learning Outcomes
134. BA 95- Introduction to Accounting
Revision- Course Number Change to BA 111
135. EDO 103- Introduction to Criminal Law
Revision- Course Number Change to ETC 106, Learning Outcomes
136. GD 101- Macintosh for Graphic Designers
New Course
137. GD 151- Digital Illustration 2
New Course
138. GD 116- Intermediate Typography
Revision- Add prerequisite GD 140
139. GD 122- Graphic Design 2
Revision- Add prerequisite GD 140
140. GD 139- Illustration f/Graphic Design
Revision- Add prerequisite GD 140
141. GD 140- Digital Page Design 1
Revision- Change prerequisite to GD 101 instead of PT 136
142. GD 150- Digital Illustration
Revision- Course Title change to Digital Illustration 1, Description change, Learning Outcomes
143. BI 231- Human Anatomy and Physiology 1
Revision- Add BI 112 as a prerequisite
144. BI 234- Microbiology
Revision- Add BI 112 as a prerequisite
145. BI 100- Introduction to Wildlife Conservation and Management

New Course

146. BI 112- Cell Biology For Health Occupations

New Course

147. TA 101- Theatre Appreciation

Revision- Add prerequisites WR & RD 115, Learning Outcomes

Curriculum Request Form
GenEd List B Request

Current course number:	Soc231
Current course title:	Sociology of Health and Aging
Request for:	List B
Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?:	The course relies on primary research-based resources from a variety of sources, related to health and aging in social context. It also uses secondary research-based resources, and fieldwork conducted by students.
Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?:	Values, ethics, and beliefs related to health and healthcare, as well as the aging process and the role of elders in society are all considered in social and historical context.
Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?:	The course takes a critical approach on the multiple disciplines involved in health and aging, including: medicine; healthcare; health, fitness, and nutrition; sociology; psychology; and gerontology. Due to the interdisciplinary nature of the course, all perspectives are viewed within a broad context.
Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?:	Language related to health and aging is inherently loaded and biased by current medical and health perspectives, as well as attitudes toward age and the aging process. Attention is given to the impact of labeling related to health and aging.
Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :	Students are introduced to the classic thinkers and researchers, as well as the most current research. Sources include medical and health research (public and private), as well as sociological and gerontological research.
Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts	Group work and discussion are built into the course, through which students interact with the texts of the disciplines involved, as well as with each other. Group and individual projects require critical thinking and writing, using multiple research-based resources.

provide?:	
Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:	Projects include evaluation of social institutions in terms of their elder-friendliness, and a health and social support evaluation of a person 65 and older. Both of these projects, in addition to other projects related to pain management and specific health conditions, all involve consideration of subjective responses to human experiences.
Contact name:	Jan Abushakrah
Contact email:	jabushak@pcc.edu

Curriculum Request Form
Course Revision

Change:	Learning Outcomes
Current course number:	AVS-127
Current course title:	Introduction to Aviation
Current description:	Examines aviation from early flight to future potentials. Introduces the career opportunities in all fields of aviation and outlines career advancement possibilities. Provides a general overview of pilot certificates and ratings and training aircraft used. May include visits to area aviation facilities. Open to the general public.
Proposed description:	Examines aviation from early flight to future potentials. Introduces the career opportunities in all fields of aviation and outlines career advancement possibilities. Provides a general overview of pilot certificates and ratings and training aircraft used. The effects of human factors on aviation safety are explored. May include visits to area aviation facilities. Open to the general public.
Reason for description change:	This course has evolved under SAC guidance to include safety related human factors material that needed more attention than it was getting in other courses. The outcomes and description are being changed to reflect this.
Current learning outcomes:	Upon successful completion of this course the student should be able to: a) Determine which aviation career track to pursue. b) Understand the requirements to earn each FAA pilot certificate and rating. c) Understand the steps and requirements toward beginning an aviation career.
Proposed learning outcomes:	Upon successful completion of this course the student should be able to: a) Begin an informed exploration of aviation careers. b) Understand the requirements for earning FAA pilot certificates and ratings. c) Recognize and take into consideration attitudes and biases that lead to unsafe decisions. d) Exercise and practice cockpit resource management

	techniques to enhance the safety of both solo pilot and two-pilot operations. e) Recognize the impact of human physiology on the safety of flight.
Reason for learning outcomes change:	This course has evolved under SAC guidance to include safety related human factors material that needed more attention than it was getting in other courses. The outcomes and description are being changed to reflect this.
Will this impact other sacs?,is there an impact on other sacs?:	no
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	no
Request term:	Winter
Requested year:	2006
Contact name:	Larry Altree
Contact e-mail:	laltree@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Number
Current course number:	BA 95
Proposed course number:	BA 111
Current course title:	Introduction to Accounting
Current prerequisites:	none
Current prerequisites/concurrent:	none
Current corequisites:	none
Will this impact other sacs?,is there an impact on other sacs?:	no
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	no
Request term:	Fall
Requested year:	2006
Contact name:	Michael Lawrence
Contact e-mail:	mlawrenc@pcc.edu

Curriculum Request Form
Course Number & Learning Outcomes Change

Change:	Course Number, Learning Outcomes
Current course number:	EDO 103
Proposed course number:	ETC 106
Current course title:	Introduction to Criminal Law
Reason for title change:	No Change
Current learning outcomes:	Students will be able to identify various types of property and person crimes. Students will be able to describe the differences between criminal and civil law. Students will be able to demonstrate the ability to classify incidents as crimes by type and category, based upon information received from the public or members of the criminal justice system. Students will develop a working knowledge of the (Criminal law process 1.), including investigation, apprehension, custody and prosecution. Students will be able to (Identify 2.) the concept of civil liability, as it applies to emergency communications personnel in the performance of their duties. Students will be able to use examples to define terms, such as, probable cause and reasonable suspicion and how the concepts apply to the information received in the reporting and investigation of criminal activity.
Proposed learning outcomes:	All of the above, with the following changes. Outcome #4 (1.) Change wording to: criminal justice processes. Outcome #5 (2.) Change word to: explain. Additional Outcomes to be included: Students will be able to locate and interpret, crimes within the Oregon Revised Statutes - Criminal Code, as to type, elements and classification. Students will be able to recognize and discuss the impact of specific constitutional and civil rights upon the administration of duties within the criminal justice system.
Reason for learning outcomes change:	Part of a program revision and to expand the scope of the course and to update the contents.
Current prerequisites:	None

Will this impact other sacs?,is there an impact on other sacs?:	Yes
How other sacs may be impacted:	Discussed changes with Jim Parks, Criminal Justice SAC, this course could be interchangeable with CJA112, the criminal justice courts class. Both SACs agree that the courses could substitute for one another, although the focus is slightly different. The ETC course is more focused on application of the law to typing and classify crimes for purposes of resource allocation, logging activities and records management. The CJA course focuses on the legal aspects for enforcement, investigation and apprehension purposes. A similar understanding of the law is necessary in both roles. May cause a slight enrollment increase in CJA112.
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Carol Bruneau
Contact e-mail:	cbruneau@pcc.edu

Curriculum Request Form
New Course

Course number:	GD 101
Course title:	Macintosh for Graphic Designers
Transcript title:	Mac for Graphic Designers
Lec/lab hours:	2
Load total:	2
Weekly contact hours:	2
Total credits:	1
Reason for new course:	There are 3 ways to do anything on a Macintosh. This course teaches the professional standards and practices used in the industry. Course also introduces the standardized methods and practices that will be required in all Graphic Design computer courses in the program.
Course description:	Course covers current Macintosh operating system computer fundamentals and techniques used to increase efficiency and productivity for professional Graphic Designers. Topics include an in-depth study of system desktop features, search and navigation, advanced file management, font organization and essential shortcuts specific to the Graphic Design industry. Required course for Graphic Design majors. Prerequisite: Placement into WR 115 or above. Addendum to Description: This is a preparatory course for students intending to continue in the Graphic Design program at Portland Community course. All course content will focus on eventual progression through the program. This is not a general computer course, but a course specific to the requirements of the Graphic Design program.
Prerequisite(s):	Placement into WR 115 or above
Prereq/concurrent:	None
Corequisite(s):	None
Learning outcomes:	Demonstrate the ability to efficiently utilize the current version of the Macintosh Operating System reflecting the standards and methods of the professional graphic design industry.

Course format:	On Campus
Are there similar courses existing:	NO
Required or elective:	Required
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Have other sacs been contacted?:	NO
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Fall
Implementation year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

COURSE CONTENT & OUTCOMES GUIDE

REQUIRED FORMAT

Date: 11.9.05
Course Number: GD 101
Course Title: Macintosh for Graphic Designers

Credit Hours: 1
Lecture Hours Per Week:
Lecture/Lab Hours Per Week: 2
Lab Hours per Week (Includes Co-Op, Practicum Or Clinical):
Number of Weeks: 12
Special Fee: $12

Course Description for Publication:

Course covers current Macintosh operating system computer fundamentals and techniques used to increase efficiency and productivity for professional Graphic Designers. Topics include an in-depth study of system desktop features, search and navigation, advanced file management, font organization and essential shortcuts specific to the Graphic Design industry. Required course for Graphic Design majors. Prerequisite: Placement into WR 115 or above.

Addendum to Description:

This is a preparatory course for students intending to continue in the Graphic Design program at Portland Community course. All course content will focus on eventual progression through the program. This is not a general computer course, but a course specific to the requirements of the Graphic Design program.

Intended Outcome(s) for the Course:

At the completion of this course students should be able to:

- Demonstrate the ability to efficiently utilize the current version of the Macintosh Operating System reflecting the standards and methods of the professional graphic design industry.

Outcome assessment strategies:

- Written quizzes and tests will be used to assess student's competency in the material covered in the course curriculum. Students will be assessed on vocabulary, shortcuts, procedures and Graphic Design industry best practices.

Themes, Concepts, and Issues

Concepts:

- Maximizing use of the desktop-level operating system
- Standardization of Macintosh use and terminology in the Graphic Design program

Themes:

- Professional use vs. personal use
- The Operating System as a tool for the Graphic Designer
- Making Choices Based on Efficiency
- Standardized workflow

Issues:

- File organization
- Successful navigation
- Working with servers
- Font Management
- Output options
- Storage Media devices
- Professional best practices

For certificate programs:

N/A

Competencies:

At the completion of this course students should be able to:

- Define Macintosh Operating System terminology and vocabulary
- Access and navigate all areas of the desktop including dock, windows and menus
- Use keyboard shortcuts to perform common tasks
- Identify every button and toolbar icon on the desktop
- Name a file using the standardized naming system of the Graphic Design program
- Set up windows and view files in the recommended practice of the Graphic Design program
- Find any file searching by name, date created or date modified and recent items
- Navigate through the hard drive with a purposeful direction
- Successfully save a file to an intended location or folder
- Demonstrate ability to access, upload and download server files

- Successfully move files between server, flash and hard drive
- Identify all file name suffixes and their uses
- Identify all file icons and their uses
- Locate and place fonts in correct locations on the computer
- Identify various types of fonts
- Distinguish the differences between laser and inkjet output
- Identify various types of halftone dot printing
- Demonstrate proper use of storage devices – Flash and CD drives
- Discuss the importance of “Empty the trash”
- Choose the most efficient method from the many options

Curriculum Request Form
New Course

Course number:	GD 151
Course title:	Digital Illustration 2
Transcript title:	Digital Illustration 2
Lec/lab hours:	3
Load total:	3.24
Weekly contact hours:	6
Total credits:	3
Reason for new course:	With the new update of the Adobe Creative Suite software there is so much more information to cover. We are breaking up GD 150 Digital Illustration 1 into 2 courses. GD150 Digital Illustration 1, will be a course revision and GD 151 Digital Illustration 2 will be a new course.
Course description:	Course explores advanced tools and techniques of Adobe Illustrator, and its use in creating solutions to complex graphic design problems. To be taken sequentially. Placement permission slip required. Prerequisite: GD 150
Prerequisite(s):	GD 150 Digital Illustration 1
Prereq/concurrent:	None
Corequisite(s):	None
Learning outcomes:	At the completion of this course students should be able to: ? Successfully use Adobe Illustrator to draw complex 2 and 3 dimensional graphic objects. ? Utilize Adobe Illustrator software in single page document layout and design. ? Prepare Adobe Illustrator files for use in other software programs.
Course format:	On Campus

Are there similar courses existing:	NO
Required or elective:	Required
Is there impact on degrees or certificates:	YES
Description of impact on deg/cert:	This will be a required course for the Graphic Design AAS degree
Is there an impact on another dept or campus?:	NO
Have other sacs been contacted?:	NO
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Fall
Implementation year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

COURSE CONTENT & OUTCOMES GUIDE

REQUIRED FORMAT

Date: 12.01.05
Course Number: GD 151
Course Title: Digital Illustration 2
Credit Hours: 3
Lecture Hours Per Week:
Lecture/Lab Hours Per Week:6
Lab Hours per Week (Includes Co-Op, Practicum Or Clinical):
Number of Weeks: 11
Special Fee: $12.

Course Description for Publication:

Course explores advanced tools and techniques of Adobe Illustrator, and its use in creating solutions to complex graphic design problems. To be taken sequentially. Placement permission slip required. Prerequisite: GD 150

Addendum to Description:

This course builds and expands on techniques covered in GD 150, as well as covering more advanced illustrations techniques, including 3-dimensional illustration. Second year standing in graphic design program required.

Intended Outcome(s) for the Course:

At the completion of this course students should be able to:

- Successfully use Adobe Illustrator to draw complex 2 and 3 dimensional graphic objects.
- Utilize Adobe Illustrator software in single page document layout and design.
- Prepare Adobe Illustrator files for use in other software programs.

Outcome assessment strategies:

Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, accuracy, demonstrating professional standards, meeting assigned deadlines, presentation and participation in classroom discussions and critiques. Additional methods of assessment may include quizzes, exams, exercises, assignments, and attendance.

Themes, Concepts, and Issues

Themes:

- Professional Industry Standards
- Precision/Accuracy
- The Process of Design

Issues:

- Vector vs. Raster Images
- Creating, Naming and Saving Files Correctly
- Selecting appropriate illustration techniques
- Well-built files create problem-free output
- File Management

Concepts:

- Efficient production as a result of planning
- Integrating various illustration techniques

Competencies:

At the completion of this course students should be able to:

- Develop design solutions using professional design process methods including thumbnails, tight roughs and final comprehensives
- Select appropriate tools/techniques for desired results
- Work with advanced layers and templates
- Use autotrace tool to trace a placed image
- Edit objects using effects and filters
- Demonstrate use of masks and crops
- Choose appropriate color models including PANTONE, CMYK, and RGB
- Demonstrate appropriate use of global colors
- Create and edit objects using mesh gradients
- Edit objects using envelopes and blends
- Create and edit symbols
- Create symbol sets
- Create and apply patterns
- Create, use and edit graphic styles
- Apply 3D effects

- Merge and flatten files
- Integrate files with other applications
- Prepare files for viewing/output on various devices
- Troubleshoot common problems

Curriculum Request Form
Prerequisite Change

Change:	Requisites
Current course number:	GD 116
Proposed course number:	n/a
Current course title:	Intermediate Typography
Proposed course title:	n/a
Proposed transcript title:	Intermediate Typography
Reason for title change:	no change
Current prerequisites/concurrent:	None
Proposed prerequisites/concurrent:	GD 140
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form
Prerequisite Change

Change:	Requisites
Current course number:	GD 122
Proposed course number:	n/a
Current course title:	Graphic Design 2
Proposed course title:	n/a
Current prerequisites/concurrent:	None
Proposed prerequisites/concurrent:	GD 140
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form
Prerequisite Change

Change:	Requisites
Current course number:	GD 139
Proposed course number:	n/a
Current course title:	Illustration f/Graphic Design
Proposed course title:	n/a
Current prerequisites/concurrent:	None
Proposed prerequisites/concurrent:	GD 140
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form
Prerequisite

Change:	Requisites
Current course number:	GD 140
Proposed course number:	n/a
Current course title:	Digital Page Design 1
Proposed course title:	n/a
Current prerequisites:	PT 136, GD 120, GD 114
Proposed prerequisites:	GD 101, GD 120, GD 114
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form
Course Title, Description, Outcomes Change

Change:	Course Title ,Course Description, Learning Outcomes
Current course number:	GD 150
Proposed course number:	GD 150
Current course title:	Digital Illustration
Proposed course title:	Digital Illustration 1
Proposed transcript title:	Digital Illustration 1
Reason for title change:	We are dividing the current course, Digital Illustration, into two courses to accommodate the additional features offered in the most recent upgrade of the software.
Current description:	Explores tools and techniques of Adobe Illustrator, and its use in creating appropriate solutions to graphic design problems. To be taken sequentially. Placement permission slip required. Prerequisite: GD 140
Proposed description:	Course explores the basic tools and techniques of Adobe Illustrator and its use in creating appropriate solutions to graphic design problems. To be taken sequentially. Placement permission slip required. Prerequisite: GD 140
Reason for description change:	The new course now has a more in-depth coverage of basics and we wanted the description to reflect that.
Current learning outcomes:	At the completion of this course students should be able to: Successfully use Adobe Illustrator to draw graphic elements which may include logos, illustrations, graphs and charts. Utilize Adobe Illustrator software in single page document layout and design. Prepare Adobe Illustrator files for use in other software programs.
Proposed learning outcomes:	At the completion of this course students should be able to:

	Successfully use Adobe Illustrator to draw basic graphic images which may include logos, illustrations, maps and graphs. Utilize Adobe Illustrator software in single page document layout and design. Prepare Adobe Illustrator files for use in other software programs.
Reason for learning outcomes change:	We added the word "basic" to indicate this is the basic course and is different from the second, nonre advanced course we are proposing in this sequence.
Current prerequisites:	GD 140
Proposed prerequisites:	GD 140
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form
Requisite Change

Change:	Requisites
Current course number:	BI 231
Current course title:	Human Anatomy and Physiology 1
Current prerequisites:	BI 101 or higher
Proposed prerequisites:	BI 101 or BI 112
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Kathleen Richards
Contact e-mail:	b7kr@pdx.edu

Curriculum Request Form
Requisite Change

Change:	Requisites
Current course number:	BI 234
Current course title:	Microbiology
Current prerequisites:	BI 101, or 101B, or 211
Proposed prerequisites:	BI 101, or 101B, or 211, or 112
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Kathleen Richards
Contact e-mail:	b&kr@pdx.edu

Curriculum Request Form
New Course

Course number:	BI100
Course title:	Introduction to Wildlife Conservation and Management
Transcript title:	Intro Wildl. Cons. and Manage.
Lecture hours:	3
Lab hours:	3
Load total:	
Weekly contact hours:	6
Total credits:	4
Reason for new course:	Wildlife Biology is an applied natural resource science that is missing in the coursework in the PCC campuses. Wildlife Biology is to Zoology as Fisheries is to Ichthyology or Forestry is to Botany. Wildlife Biology covers game and nongame animals, and endangered organisms. Specific coursework in Wildlife is required for biologists to become Certified under the national professional organization, The Wildlife Society.
Course description:	Introductory lecture and laboratory on fundamental wildlife conservation and management. Course will cover the basic elements of wildlife population dynamics, biodiversity, the importance of habitat, legal and social aspects of wildlife management, human impacts on wildlife, and some management techniques. Wildlife examples from Oregon will be included. Recommended prerequisite: Biology 101 or equivalent.
Prerequisite(s):	None
Prereq/concurrent:	None
Corequisite(s):	None
Learning outcomes:	1. Understand and integrate fundamental concepts in wildlife conservation and management. 2. Develop ability to locate and evaluate wildlife scientific peer-reviewed literature, "gray" literature, and other wildlife

	resources. 3. Participate in designing a wildlife-related study or experiment that uses the scientific method. 4. Become familiar with common Oregon wildlife. 5. Become familiar with common field and laboratory wildlife techniques. 6. Be able to critically analyze current wildlife and habitat conservation issues. 7. Become familiar with primary international, national, and state agencies and scientific organizations responsible for conservation and management of wildlife.
Course format:	On Campus
Other format:	Other Format Selected
Other format:	`some field trips
Are there similar courses existing:	NO
Required or elective:	Elective
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Have other sacs been contacted?:	NO
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Spring
Implementation year:	2006
Contact name:	Kathleen Richardson
Contact e-mail:	krichard@pcc.edu

COURSE CONTENT AND OUTCOME GUIDE

Date: October 30, 2005 Prepared by: Marie P. Morin, Ph.D.
Course Number: Biology 100
Course Title: Introduction to Wildlife Conservation and Management
Credit Hours: 4
Lecture Hours per week: 3
Lab Hours per week: 3
Number of weeks: 10-11
Special Fee: varies for field trips

COURSE DESCRIPTION FOR PUBLICATION:
Introductory lecture, lab, and discussion on fundamental wildlife conservation and management. Course will cover the basic elements of wildlife population dynamics, biodiversity, the importance of habitat, legal and social aspects of wildlife management, and human impacts on wildlife and ecosystems. Wildlife examples from Oregon will be included. Recommended prerequisites: Biology 101 or equivalent.

ADDENDUM TO DESCRIPTION:
To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology 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.

- Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is not 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.
- 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).

Biology 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 Biology 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 scientific curricula.

INTENDED OUTCOMES FOR THE COURSE:
Student will:

- Understand and integrate fundamental concepts in wildlife conservation and management.
- Develop ability to locate and evaluate wildlife scientific peer-reviewed literature and "gray" literature.
- Participate in designing a wildlife-related experiment or study that uses the scientific method.
- Become familiar with common Oregon wildlife.
- Become familiar with common field and laboratory wildlife techniques.
- Be able to critically analyze current wildlife and habitat conservation issues.
- Become familiar with primary international, national, and state agencies and scientific organizations responsible for conservation and management of wildlife.

OUTCOME ASSESSMENT STRATEGIES:
Assessments may include a combination of three or more of the following:

- Short quizzes: short answer, multiple choice, true/false, and matching.
- One or two mid-terms and a final exam: may include essay questions.
- Student project (group or solo) involving design of a small wildlife exercise, collection of data, and write-up in scientific paper format.
- Wildlife scientific paper critiques or written wildlife issue analyses.
- Other oral presentations or special projects.
- Wildlife related laboratory and/or field experiences.

COURSE CONTENT:
Themes and wildlife concepts will include:

- Historical relationships of humans and wildlife.
- History of wildlife in North America.
- Biogeography.
- Niche and habitat.
- Biodiversity and introductory taxonomy.
- Natural selection.
- Wildlife ecology (e.g. life history strategies, predator/prey relationships).
- Population dynamics (e.g. population structure, reproductive rates, etc).
- Biotic communities.
- The biology of rarity.
- Introduced species: aliens and exotics.
- Wildlife diseases.
- Wildlife scientific literature and resources.
- Federal wildlife agencies, international treaties, and laws.
- State wildlife agencies and laws.
- Role of non-governmental organizations in wildlife management.
- Wildlife harvest.
- Wildlife management techniques.
- Animal damage management.
- Wildlife and pollution.
- Urban wildlife.
- Oregon wildlife identification.
- Wildlife case studies (from Oregon and elsewhere).
- Wildlife economics and values.
- Citizen role in managing public wildlife and habitat resources.

COMPETENCIES AND SKILLS:

- Read and comprehend scientific wildlife literature.
- Interpretation of information and data.
- Analyze information critically and present logically in written format.
- Present and discuss facts and opinions regarding wildlife issues and stakeholders.
- Apply the scientific method.
- Understand the peer-review process.
- Identify and correctly utilize commonly-used wildlife-related scientific field equipment.
- Locate and utilize a variety of biological information sources.

Curriculum Request Form
New Course

Course number:	BI 112
Course title:	Cell Biology for Health Occupations
Transcript title:	Biology for Heath Occupations
Lecture hours:	4/4
Lab hours:	1/3
Lec/lab hours:	0
Load total:	0.41
Weekly contact hours:	7
Total credits:	5
Reason for new course:	More adequate student preparation for BI 231 (Human Anatomy and Physiology) and BI 234 (Microbiology), to increase student success and retention.
Course description:	One-quarter laboratory science designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills.
Prerequisite(s):	None
Prereq/concurrent:	None
Corequisite(s):	None
Learning outcomes:	1. Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists. 2. Apply biological principles and generalizations to novel problems. 3. Practice application of biological information in their lives (personal, work and career).

	4. Develop informed positions or opinions on contemporary issues. 5. Practice communication skills. 6. Develop basic laboratory skills in microbiology, measurements, and conducting experiments.
Course format:	On Campus
Are there similar courses existing:	NO
Required or elective:	Required
Is there impact on degrees or certificates:	YES
Description of impact on deg/cert:	Many allied health programs will have an additional credit hour of pre-requisite material. I have spoken with John Saito and have his permission and support to proceed.
Is there an impact on another dept or campus?:	YES
Description of impact on dept/campus:	It is intended that all 3 campuses offering Microbiology and Anatomy and Physiology will offer BI 112. This is to provide students access to the new pre-requisite course.
Have other sacs been contacted?:	NO
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Spring
Implementation year:	2006
Contact name:	Kathleen Richards
Contact e-mail:	b7kr@pdx.edu, krichard@pcc.edu

Date 12/16/05 Prepared by: Biology SAC

Course Number: BI 112
Course Title: Cell Biology for Health Occupations
Credit Hours: 5
Lecture hours per week: 4
Lab hours per week: 3
Number of weeks: 11
Special Fee: $12

COURSE DESCRIPTION FOR PUBLICATION:
One-quarter laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology . Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Recommended: ASSET score of 45 in reading, 45 in writing, and 45 in math.

ADDENDUM TO DESCRIPTION:
To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology 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.

Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor 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.

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).

Biology 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 Biology 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.

Intended Outcomes for the course:

Analyze their individual thinking an learning styles & how their styles can be integrated with methods used in science;

Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists;

Apply biological principles and generalizations to novel problems;

Practice application of biological information in their lives (personal, work and career);

Develop informed positions or opinions on contemporary issues;

Practice communication skills.

Develop basic laboratory skills in microscopy, measurements, and conducting experiments

Outcome assessment strategies:

- tests/quizzes
- oral presentations
- papers
- journals/lab notebooks
- group projects
- practical exams
- case studies

COMMENTS ON COURSE ACTIVITIES AND DESIGN

The format for this course is a traditional lecture and laboratory presentation. Lecture will be presented utilizing a variety of multimedia and interactive presentations. Laboratory experiences will be largely hands-on, team based and collaborative utilizing a variety of resources including **but not limited to**: multimedia, prepared microscope slides, human and animal specimens.

COURSE CONTENT and OUTCOMES:

Skills

Students who have successfully completed biology 112 will be able to:

- Take responsibility for their own learning, demonstrating essential student behaviors.
- Use the scientific method to look for the answers to questions
- Use scientific instruments safely and appropriately
- Study effectively (Understand their learning style preferences)
- Communicate effectively (reading/writing/verbal).
- Collaborate productively , both as a leader and a group member.
- Read and interpret scientific information
- Demonstrate math skills necessary to analyze, interpret, and calculate data.
- Graph dependant and independent variables.
- Synthesize to solve problems
- Organize ideas to achieve a specific purpose
- Apply theoretical and conceptual models and frameworks to real world situations.
- Analyze problem solving/decision making situations.
- Identify situations/concepts where science does and does not apply.
- Approach the discovery of knowledge in a logical and analytical manner.
- Demonstrate academic integrity.
- Use models, analogies, and simulations to explore biological phenomenon.
- Use and conversions in the metric system.

Themes, Issues, Concepts:

I. Scientific Method and Measurement

Scientific Method

II. Chemistry

- Atoms and Molecules
- Chemical Bonding
- pH, acids, bases, buffers
- Properties of Water
- Concentration gradients
- Water and Lipid Solubility
- Organic Molecules
- Enzyme Structure and Activity
- Chemical Reactions
- Metabolism and Cellular Respiration

III. Basic Principles of Life

- Structure Dictates Function
- Evolution
- Homeostasis
- Cell as basic unit of life
- Levels of organization

IV. Cell Structure and Function

- Taxonomy of the Kingdoms/Domains
- Prokaryotic and Eukaryotic Cell Structure and Function
- Cell Division - Mitosis and Meiosis
- Protein Synthesis
- Membrane Transport

V. Principles of Inheritance

- Mendelian Genetics

Paterns of Inheritance

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

Last updated by Curriculum

Curriculum Request Form
Prerequisites and Learning Outcomes Change

Change:	Requisites, Learning Outcomes
Does this correspond with a conversion request?:	YES
Current course number:	TA 101
Proposed course number:	TA 101
Current course title:	Theatre Appreciation
Proposed course title:	Theatre Appreciation
Proposed transcript title:	Theatre Appreciation
Reason for title change:	NA
Current description:	Introduces theater through studying plays and the artists who participate in the theatrical experience. Attend local productions and discover how and why the event happens from the viewpoint of the actor, director, playwright, designer and audience.
Proposed description:	This course exposes students to several live theatrical productions in the Portland area with the purpose of enriching the understanding and appreciation of the theatrical event. Students will attend productions, write critiques and learn to appreciate the production from the viewpoints of the actors, directors, playwrights, designers and audience. Also, a brief history of the theatre is covered. Prerequisites: Writing 115, Reading 115.
Reason for description change:	Addition of the critique, theatre history, and prerequisites. Also, more time is needed for the class. Most plays are 3-4 hours in length, and the class time needed for discussion and review are often too short. More time is needed to cover topics and theatre history.
Current learning outcomes:	1. Appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies 2. Relate themes and ideas presented in production to real life" problems and situations.

Proposed learning outcomes:	3. Enjoy the shared experience of participation in attendance at a theatrical production and recognize the uniqueness of it as distinguished from other art forms. 1. Appreciate the experience of attending live theatre as a life-enriching experience. 2. Be able to critically critique live theatrical productions using theatrical terminology. 3. Know the locations and protocols of major theatrical venues in the Portland area. 4. Enjoy the shared experience of participation in a theatrical production and recognize the uniqueness of it as distinguished from other art forms. 5. Relate themes and ideas presented in productions to real life problems and situations.
Reason for learning outcomes change:	The plays seen will not always expose students to differing cultures and philosophies. The addition of the critical critique is a necessary addition to the class outcome in order to help student to understand the theatrical event and to be more informed theatre goers.
Current prerequisites:	None
Proposed prerequisites:	Writing 115, Reading 115
Will this impact other sacs?,is there an impact on other sacs?:	no
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	no
Request term:	spring
Requested year:	2006
Contact name:	Michael Najjar
Contact e-mail:	mnajjar@pcc.edu