CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
February 6, 2013
Sylvania CC, Conference Rm B

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

Experimental Courses:

BI 199C – Methods in Biological Research
ESOL 199A – Intermediate Pronunciation
PE 199R – Rock Climbing II
PE 199P – Physical Activity for Weight Control
PE 199N – Boxing I
PE 199Q – Boxing II

Course Inactivation:

VT 100 Veterinary Medical Terminology

Available Grading Option:

None

Old Business:

150. ID 234 – Advanced Interiors
Course Revision – Des, req

152. D 275 – Dance and Hip Hop Culture
New Course
Postponed at SAC Request

169. HEC 9421 – Living and Learning with Your Toddler
Course Revision – Number, Des

198. ART 143 – B&W Photo II (Darkroom)
Course Revision – Number, Title, Des, Out, Req

199. ART 143B – B&W Photo II (Darkroom)
New Course

200. ART 143C – B&W Photo II (Darkroom)
New Course

266. ITP 131 – Deaf Culture
Course Revision – Title

267. ITP 262 – Interpreting Theory III
Course Revision – Des, Out, Req

268. ITP 180 – Field Experience
Contact/Credit Hour Change

278. ITP 132 – Deaf Culture II
New Course

344. PE 120A – Ballet I- first term
New Course

345. PE 120B – Ballet I – second term
New Course

346. PE 120C – Ballet II – first term
New Course

347. PE 120D – Ballet II – second term
New Course

348. PE 120E – Ballet III – first term
New Course

349. PE 120F – Ballet III – second term
New Course

350. PE 121A – Modern I- first term
New Course

351. PE 121B – Modern II- second term
New Course

352. PE 121C – Modern II- first term
New Course

353. PE 121 D – Modern II- second term
New Course

354. PE 121E – Modern III- first term
New Course

355. PE 121F – Modern III-second term
New Course

356. ~~PE 130A~~ PE 182N - Adapted Physical Education
Course Revision – Number, Title, Des

357. PE 130B – Adapted Physical Education
New Course

358. PE 130C – Adapted Physical Education
New Course

359. PE 130D – Adapted Aquatic Physical Education I
New Course

400. PE 130E – Adapted Aquatic Physical Education II
New Course

401. PE 130F – Aquatic Adapted Physical Education III
New Course

402. PE ~~140A~~ 186N– Zumba Fitness Gold
New Course

403. PE ~~140B~~ 182Z – Zumba Fitness I
~~New Course~~ Course Revision – Title, Des, Out

404. PE ~~140C~~ 182M– Zumba Fitness II
New Course

405. D 130A – Modern I-first term
New Course

406. D 130B – Modern I- second term
New Course

407. D 131A – Modern II- first term
New Course

408. D 131B – Modern II- second term
New Course

409. D 190A – Ballet I- first term
New Course

410. D 190B – Ballet I- second term
New Course

411. D 191A – Ballet II- first term
New Course

412. D 191B – Ballet II- second term
New Course

413. D 209 – Dance Performance
New Course

414. D 210 – Dance Performance
New Course

415. D 211 – Dance Performance
New Course

416. D 230A – Modern III- first term
New Course

417. D 230B – Modern III- second term
New Course

418. D 260 – Dance Improvisation
New Course

419. D 261 – Dance Improvisation
New Course

421. D 290A – Ballet III – first term
New Course

422. D 290B – Ballet III- second term
New Course

New Business:

431. PE 180G – Swim Conditioning
Course Revision – Number, Title

432. PE 180H – Aquatic Exercise I
Course Revision – Title, Des, Out

433. PE 183C – Disc Golf
New Course

434. PE 140A – Boxing I
New Course

435. PE 180I – Aquatic Exercise II
New Course

436. PE 180N – Swim Conditioning III
New Course

437. PE 180J – Aquatic Exercise III
New Course

438. PE 180M – Swim Conditioning II
New Course

439. HTM 280A – CE: HTRM Experience
Contact/Credit Hour

440. CA 292 – Garde Manager and Presentations
Course Revision – Requisites

441. CA 292 – Garde Manager and Presentations
Contact/Credit Hour

442. CA 295 – Food Operations Supervision
New Course

443. CA 265 – Culinary Practicum II
Course Revision – Des, OUt

444. CA 270 – Food Purchasing
Course Revision – requisites

445. CA 220 – Food & Beverage Cost Control
Course Revision – Requisites

446. PHL 207 – Ethical Issues in Aging
Course Revision – Des, Out

447. PHL 212 – Introduction to Philosophy of Mind
New Course

448. CH 100 – Fundamentals for Chemistry
Course Revision – Title, Des, Req, Out

449. EET 179 – Fuel Cell Systems
Course Revision – Req

450. FT 103 – Nutrition for Fitness Instructors
Course Revision – Des, Req

451. FT 104 – Fitness Assessment/Program
Course Revision – Des, Req

452. FT 202 – Fitness and Aging
Course Revision – Des, Req

453. HST 201 – History of the United States – I
Course Revision – Title, Des

454. HST 202 - History of the United States – II
Course Revision – Title, Des

455. HST 203 – History of the United State – III
Course Revision – Title, Des

456. HST 204 – History of Women in the U.S. Pre-colonial to 1877
Course Revision – Des

457. HST 205 – History of Women in the U.S.: 1877 to the present
Course Revision – Des

458. HST 274 – African American History I
Course Revision – Des

459. HST 275 – African American History II
Course Revision – Des

460. HST 276 – African American History III
Course Revision – Des

461. FP 161 – Vehicle Extrication
Contact/Credit

462. FP 201 – Emergency Service Rescue
Course Revision – Title, Des, Out, Req

463. WR 249 – Adv Creative Wr, Edit & Pub II
New Course

464. MUS 191A – Class Guitar I
Course Revision – Number, Des, Out

465. MUS 191B – Class Guitar I
New Course

466. MUS 191C – Class Guitar I
New Course

467. MUS 192 – Class Guitar II
Course Revision – Number, Des, Out

468. MUS 192B – Class Guitar II
New Course

459. MUS 192C – Class Guitar II
New Course

460. MUS 220 – Chorus
Course Revision – Number, Des, Out

461. MUS 220B – Chorus
New Course

462. MUS 220C – Chorus
New Course

463. MUS 220D – Chorus
New Course

464. MUS 220E – Chorus
New Course

465. MUS 220F – Chorus
New Course

466. MUS 221 – Chamber Chorus
Course Revision – Number, Des, Out

467. MUS 221B – Chamber Chorus
New Course

468. MUS 221C – Chamber Chorus
New Course

459. MUS 221D – Chamber Chorus
New Course

460. MUS 221E – Chamber Chorus
New Course

461. MUS 221F – Chamber Chorus
New Course

462. CJA 248 – Community Building Through Officer Resilience
Course Revision – Number, Title, Des, Out, Req

463. CJA 248 – Community Building Through Officer Resilience
Contact/Credit Hour

464. HIM 141 – Health Information Technology 2
Course Revision – Title, Des, Out

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Interior Design	Submitter name Phone Email	Amanda Ferroggiaro (971) 722-4030
Current prefix and number	ID 234	Proposed prefix and number	
Current course title	Advanced Interiors	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change	N/A		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Advanced Interiors Creative problems in interior design intended to develop an analytical approach to interiors. Based upon individual projects and includes advanced presentation skills. Prerequisites: ID 121, 123, 132, 133, 138; ARCH 101, 111, 124, 127. Prerequisite/concurrent: ID 135.	Designed as a capstone experience to prepare for transition to the field of interior design. Requires the development of an individual self-led design project. Prerequisites **(proposed)**: ID 120, ID 121, ID 122, ID 123, ID 132, ID 133, ID 138, ID 230, ARCH 111, ARCH 121, ARCH 127. Co-requisites: ID 135, ID 236

Addendum: This course is designed as a capstone experience to prepare the student to transition to the interior design field, and is taken at the end of the program prior to graduation. Students typically participate in a team project to complete design schematics for a real client project.	
Reason for change	To simplify the course description and to clarify 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), One 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
On completion of this course the student should be able to: 1. Demonstrate the ability to communicate effectively with clients and classmates, both visually and verbally, utilizing diagrams, drawings, presentation materials, and client interviews and presentations. 2. Demonstrate the ability to work in teams to develop successful design solutions, negotiate differences and reach consensus, and meet project goals. 3. Develop design solutions that a. show competency in applying the elements and principles of design, color and pattern coordination, and appropriate use of materials and surfaces; b. create accurate architectural drawings including as-builts and remodel plans, elevations,	On completion of this course the student should be able to: 1. Communicate effectively with clients and professionals, both visually and verbally, utilizing diagrams, drawings, presentation materials, and client interviews and presentations. 2. Develop design solutions that show competency in applying the elements and principles of design, color and pattern coordination, and appropriate use of materials and surfaces; 3. Create accurate architectural drawings including as-built drawings and remodel plans, elevations, and perspectives; 4. Develop design solutions that demonstrate an understanding of space planning concepts, and universal design where applicable.

axonometrics, and perspectives; c. apply concepts of effective lighting design; and d. apply business principles related to budget, and pricing of design services. 4. Develop design solutions that demonstrate understanding of space and furniture planning concepts, and universal design where applicable.	
Reason for change	To be in compliance with new outcome 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: .

ID 121	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 123	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 132	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 133	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 135	☐ Prerequisite	☐ Corequisite	■ pre/con
ID 138	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 101	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 111	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 124	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 127	■ 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: .			
ID 120	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 121	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 122	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 123	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 132	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 133	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 135	☐ Prerequisite	☐ Corequisite	■ pre/con
ID 138	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 230	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 236	☐ Prerequisite	☐ Corequisite	■ pre/con
ARCH 111	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 121	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 127	■ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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	Elizabeth Metcalf was consulted regarding the removal of ARCH 101, Architectural Graphics from the list of prerequisite courses. ARCH 101 was removed from a required course for the AAS degree two years ago with Elizabeth Metcalf's consideration as well.
Implementation term	■ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date

Amanda Ferroggiaro		
SAC Administrative Liaison (type name)	Email	Date

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 – 4th 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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D275	# Credits:	4
Course Title: (60 characters max)	Dance and Hip Hop Culture	Transcript Title (30 characters max)	Dance and Hip Hop Culture
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x No	Course Number and Title	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Examines the historical, artistic, social, and cultural relevance of Hip Hop both in the U.S. and abroad. Uses the four elements of Hip Hop as a foundation to explore a variety of topics related to dance in Hip Hop culture.

Addendum to Course Description:	

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

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
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in, and/or appreciate different forms of creative and artistic expression, connecting personal responses to a broader context. • Explain how personal and formal factors shape one's own responses to various forms of art. • Formulate and articulate ideas through writing and discussion. • Identify and acknowledge cultural perspectives and values different from their own.
Course activities and design: **(from CCOG)**	Review and summarize key points from assigned readings, documentaries and live events Written exams Questionnaires Class discussion and debate
Outcomes assessment strategies:	Questionnaires Written exams Written reviews/critiques Creative project
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Explore the four elements of Hip Hop Examine how Hip Hop has evolved over time Identify subcultures of Hip Hop Evaluate the relationship between Hip Hop and popular media Provide arguments to support opinions regarding certain forms of artistic expression Identify and summarize key points contained in documentaries and videos Attend and review related live events Complete a creative project embodying an element of Hip Hop culture Apply skills of observation, interpretation, and evaluation in looking at various forms of artistic

	expression
	Recognize artistic movements in history as they relate to social and political themes of the same time period
Reason for the new course	This course currently exists as an experimental course only and must be approved in order for us to begin to develop it for distance learning.

Section #2 Transferabiltiy	
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	* I am currently working with the dept chair at U of O re: transferability as well as waiting to hear back from PSU as of 11-13-12.
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form x E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid x on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	n/a

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013
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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

Course Revision

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Early Education & Family Studies	Submitter name Phone Email	Andrew Garland-Forshee 971-722-4027 andrew.forshee15@pcc.edu
Current prefix and number	HEC 9421	Proposed prefix and number	**HEC 156**
Current course title	Living and Learning with Your Toddler	Proposed title (60 characters max)	Living and Learning with Your Toddler
# Credits	1	Proposed transcript title **(30 characters max)**	Living & Learning w/Your Toddler
Reason for title change	**none**		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Designed for parents and their children between the walking stage and two and one-half years of age. Parents observe and participate with their children in developmentally designed activities. In addition, they participate in a parent seminar focusing on parenting topics and	**Designed for parents and their children between the walking stage and 2 ½ years of age. Parents observe and participate with their children in developmentally designed activities. In addition, they participate in a parent seminar focusing on parenting topics and needs. Audit available.**

needs. Audit available.	
Reason for change	"two and one-half" changed to 2 ½ to consolidate characters; changed number from HEC 9421 to HEC 156.

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),   One 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
1. Students will gain understanding of the growth and developmental stages of toddlers and rate this information to their own children. 2. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 3. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline.	1. Students will gain understanding of the growth and developmental stages of toddlers and rate this information to their own children. 2. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 3. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline.
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:	☐ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	10/26/2012
SAC Administrative Liaison (type name)	Email	Date
Jen Piper	jennifer.piper1@pcc.edu	10/26/2012
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Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu
x course number x title x description (include requisites) x outcomes x prerequisites and co-requisites <u>Grade option change</u>	

Section #1 General Information			
Department	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Current prefix and number	ART 143	Proposed prefix and number	ART 143 A
Current course title	B&W Photo II (Darkroom)	Proposed title (60 characters max)	B&W Photo II (Darkroom)
# 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**

Explores intermediate darkroom photographic techniques. Develops creative problem solving by utilizing a broad range of intermediate darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. Prerequisite: ART 142 or Instructor Approval. Audit available.	Introduces advanced darkroom photographic techniques. Further develops creative problem solving by utilizing a broad range of advanced darkroom processes (e.g. film development, archival printing & finishing) to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. This is the first course of a three-course sequence for second year darkroom photography. Prerequisite: ART 142C or Instructor Approval.
Reason for change	Clarification of course and updating terminology.

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),   One 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 successful completion students should be able to: ? Understand, interpret and enjoy black and white photography from past to present in a local as well as global context. ? Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others. ? Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. ? Create increasingly sophisticated photographic work that is personally significant & fulfilling. ? Navigate challenges & opportunities of	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present in a local as well as global context in a more complex manner. • Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at a beginning advanced level. • Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. • Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio. Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

working in a community photographic studio. ? Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.	
Reason for change	Updating terminology, techniques and verbiage.

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

Art SAC previously opted out of these prerequisites for all Studio courses.

☐ 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

Art SAC previously opted out of these prerequisites for all Studio courses.

X☐   Placement into: Please see course description explanation.

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 <u>related instruction templates</u>.	☐ yes ☐x no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as	

you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes X☐ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	<u>ebilyeu@pcc.edu</u>	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	<u>gene.flores@pcc.edu</u>	

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 – 4th 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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 143B	# Credits:	3
Course Title: (60 characters max)	B&W Photo II (Darkroom)	Transcript Title (30 characters max)	B&W Photo II (Darkroom)
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes X☐ No	Course 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Explores advanced darkroom photographic techniques. Expands creative problem solving by utilizing a broad range of advanced darkroom processes (e.g. film development, archival printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish the intermediate-level advanced critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. This is the second course of a three-course sequence for second year darkroom photography. Prerequisite: One term of ART143 or ART143A or instructor permission.

Addendum to Course Description:	The goal of this intermediate-advanced class is for students to achieve a high technical and conceptual level of ability, from which they could begin to build an artistic and expressive portfolio of photographs. It will provide a hands-on experience in all aspects of black-and-white photography: advanced techniques involving film development, printing, finishing, and the presentation of photographic imagery. Particular attention will be paid to the creation of personal photographic language, based on furthering the students' intermediate technical knowledge, graphic principles, exposure to the history of the medium, and the development of conceptual abilities through critical evaluation of photographic images.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

Art SAC previously opted out of these prerequisites for all Studio courses.

X☐ Placement into: Please see course description explanation.	☐ Placement into:			
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co	
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present in a local as well as global context in an increasingly sophisticated manner. • Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an intermediate-advanced level. • Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. • Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio. • Integrate more deeply the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

Course activities and design: **(from CCOG)**	• Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes. • Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced. • Build upon current skill set with the intent of working towards technical proficiency and professional quality. • Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. • Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions. • Increase proficiency in assessing and self-critiquing personal work to strategize creative solutions. • Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.
Outcomes assessment strategies:	• Complete and present the individual work within a professional studio critique. • Understand and begin to integrate the vocabulary and concepts necessary to engage within a studio environment • Demonstrate appropriate techniques in intermediate printing and studio habits beyond the classroom studio • Demonstrate ability to meet printing deadlines with proper time management and craftsmanship. • Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG**)	• Visual awareness and ability to see. • Methodologies for designing and creating a photographic print. • Challenges to visualization inherent in advanced black and white darkroom photography. • Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media. • Photography in history. • Options and possibilities for original work. • Evaluating prints. • Safety. • Environmental concerns related to materials, chemicals, and proper disposal of waste. • Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques) **SKILLS AND METHODOLOGIES** Advanced exposure techniques: Discussion of how the light meter works, use of a gray card, exposing for the shadows, and of the relationship between exposure, development, and contrast. Difficult metering situations, and their possible solutions, will be presented. The effects of color and polarizing filters on black-and-white film, and on exposure, will be covered. Advanced B/W printing methods: Introduce poly-contrast fiber-base paper, and discuss the differences from resin-coated paper, in processing steps, tone-response, and color range; introduce methods of adjusting overall and local contrast through use of multiple contrast filters, and split-printing; demonstrate the use of bleach as a contrast/density control; demonstrate how color toners (sepia, blue), home-made dyes (tea, coffee, or vegetable), and photographic oils add color to black-and-white prints. Print Finishing and Presentation: Review the dry-mounting process; discuss selection of appropriate mounting surfaces; present alternatives to mounting on matt board, and the conceptual ramifications of various forms of presentation, including the sequence, the series, the dyptych/triptych, and the book; familiarize the student with traditional and alternative forms of

	professional presentation. Developing Visual Literacy: Present photography as a visual language, with its own fluid syntax; familiarize students with critical terms and vocabulary; present historical issues and styles of photography; discuss contemporary trends and movements; promote articulation of thoughts and emotional responses to photographs; discuss relevant issues regarding the cross-fertilization of photography to other graphic and artistic media.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of black and white photography darkroom courses (ART 143 A, B, C).

Section #2 Transferabiltiy
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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013

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 (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@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 – 4th floor.	

Portland Community College

<table>
<tr><td colspan="2" align="center">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 143C	# Credits:	3
Course Title: (60 characters max)	B&W Photo (Darkroom) II	Transcript Title (30 characters max)	B&W Photo (Darkroom) II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes X☐ No	Course 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Investigates advanced darkroom photographic techniques. Further expands creative problem solving by utilizing a broad range of advanced darkroom processes (e.g. film development, archival printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish the advanced-level critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. This is the third course of a three-course sequence for second year darkroom photography. Prerequisite: Two terms of ART143 or ART143B or instructor permission.

Addendum to Course Description:	The goal of this advanced level class is for students to achieve a high technical and conceptual level of ability, from which they will build an artistic and expressive portfolio of photographs. It will provide a hands-on experience in all aspects of black-and-white photography: advanced techniques involving film development, printing, finishing, and the presentation of photographic imagery. Particular attention will be paid to the creation of personal photographic language, based on furthering the students technical knowledge, graphic principles, exposure to the history of the medium, and the continuing development of conceptual abilities through critical evaluation of photographic images.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

Art SAC previously opted out of these prerequisites for all Studio courses.

X☐ Placement into: Please see course description explanation.	☐ Placement into:			
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present in a local as well as global context with an advanced degree of sophistication. • Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an advanced level. • Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. • Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters at an advanced level.

Course activities and design: **(from CCOG)**	• Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes and formats. • Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced. • Build upon current skill set with the intent of working towards technical proficiency and professional quality. • Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. • Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions. • Increase proficiency in assessing and self-critiquing personal work to strategize creative solutions. • Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.
Outcomes assessment strategies:	• Complete and present the individual work within a professional studio critique. • Understand and integrate the vocabulary and concepts necessary to engage within a studio environment • Demonstrate appropriate techniques in advanced printing and studio habits beyond the classroom studio • Demonstrate ability to meet printing deadlines with proper time management and craftsmanship. • Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Visual awareness and ability to see. • Methodologies for designing and creating a photographic print. • Challenges to visualization inherent in advanced black and white darkroom photography. • Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media. • Photography in history. • Options and possibilities for original work. • Evaluating prints. • Safety. • Environmental concerns related to materials, chemicals, and proper disposal of waste. • Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques) **SKILLS AND METHODOLOGIES** Advanced exposure techniques: Discussion of how the light meter works, use of a gray card, exposing for the shadows, and of the relationship between exposure, development, and contrast. Difficult metering situations, and their possible solutions, will be presented. The effects of color and polarizing filters on black-and-white film, and on exposure, will be covered. Advanced B/W printing methods: Introduce poly-contrast fiber-base paper, and discuss the differences from resin-coated paper, in processing steps, tone-response, and color range; introduce methods of adjusting overall and local contrast through use of multiple contrast filters, and split-printing; demonstrate the use of bleach as a contrast/density control; demonstrate how color toners (sepia, blue), home-made dyes (tea, coffee, or vegetable), and photographic oils add color to black-and-white prints. Print Finishing and Presentation: Review the dry-mounting process; discuss selection of appropriate mounting surfaces; present alternatives to mounting on matt board, and the conceptual ramifications of various forms of presentation, including the sequence, the series, the dyptych/triptych, and the book; familiarize the student with traditional and alternative forms of professional presentation.

	Developing Visual Literacy: Present photography as a visual language, with its own fluid syntax; familiarize students with critical terms and vocabulary; present historical issues and styles of photography; discuss contemporary trends and movements; promote articulation of thoughts and emotional responses to photographs; discuss relevant issues regarding the cross-fertilization of photography to other graphic and artistic media.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections for the second year of black and white darkroom photography courses (ART 143 A, B, C).

Section #2 Transferabiltiy
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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
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 (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@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 – 4th 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 (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Sign Language Interpretation	Submitter name Phone Email	Xenia Woods, 971-722-8112 Xenia.woods@pcc.edu
Current prefix and number	ITP 131	Proposed prefix and number	ITP 241
Current course title	Deaf Culture	Proposed title (60 characters max)	Deaf Culture I
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	To differentiate it from Deaf Culture II		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; Deaf people's involvement in and access to the arts; and perspectives on education. Covers services, employment, legislation, special technology, communication systems	Analysis and discussion of the history and culture of Deaf people; the influence of geography, culture, attitudes, and economics on education, employment, and legislation as they relate to Deaf people. Exploration of patterns of social change during the twentieth and twenty-first centuries, focusing on issues

and attitudes toward languages and their impact on the Deaf community. Introduces basic terminology and explains the difference between signers and interpreters. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	of power, oppression and privilege with special attention to current social concepts of Deafhood, Deaf gain, and reframing. Prerequisite: Admission into Sign Language Interpretation program or department permission.
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). One 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 completion of this course, students will be able to: Students discuss and understand the different perspectives from Deaf people with variety of backgrounds, language, communication modes, from young to old, gender, and ethnic. Students will learn to appreciate and respect the values, social customs and cultural aspects of Deaf people in depth. Throughout the course the students will also learn to identify their own values, social customs and various cultural aspects and how they differ from other culture's values, social customs, and various cultural aspects within America and other countries in the world. Students will explore the variety of literature and folklore as presented by various Deaf people in theatre, storytelling and cultural arts. The importance of preserving the literature and folklore work to represent the Deaf people's cultural, language and experiences will be analyzed and discussed in depth. Students will explore the implications of cultural differences such as collectivism and individualism; high context and low context; time orientation; polychronic and monochronic; reasoning and rhetoric and other areas at the intersection of the Deaf and hearing worlds. Students will explore the diversity of Deaf people within their own cultural and its differences and similarities between many other minorities' cultures.	Upon completion of this course, students will be able to: Articulate clearly modern paradigms for the Deaf experience, applying current trends in social discourse to interactions with members of the Deaf community. Recognize subtle themes in language, interaction, conversations, and institutions that marginalize Deaf people and perpetuate oppression. Think critically with an understanding of one's own cultural filters, social customs and other cultural biases and how they differ from values, social customs, and perspectives of a variety of Deaf, Deaf-blind, and hard of hearing people. Apply cultural understandings learned in class effectively in authentic interactions with native signers.
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:	☐ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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): Summer 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission

SAC Chair (type name)	Email	Date

Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@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 – 4th 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 (include requisites)
☒ outcomes
☒ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Sign Language Interpretation	Submitter name Phone Email	Xenia Woods, 971-722-8112 Xenia.woods@pcc.edu
Current prefix and number	ITP 262	Proposed prefix and number	
Current course title	Interpreting Theory III	Proposed title (60 characters max)	
# Credits	4 (changing to 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, explores, continues provides. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers special settings and clients, including the following: oral, deaf/blind, minimal language competency, telephone, religious, performing arts, social service, medical, mental health and legal. Freelance practices and national, state, and local certification evaluations are covered.	Covers special settings and consumers, including: oral, deaf-blind, minimal language competency, VRS/VRI, religious, performing arts, social service, medical, mental health and legal. Includes preparation for national certification evaluation.

Prerequisite: ITP 260.	
Reason for change	Changes in national interpreter education standards Redistribution of program credits

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). One 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 completion of this course, students will be able to: • Describe the current evaluation and certification process(es) of the Registry of Interpreters for the Deaf and the National Association of the Deaf • Describe what is needed to run a freelance interpreting business • Demonstrate appropriate behavior in accepting interpreting assignments as an independent contractor • Demonstrate a basic ability to interpret for Deaf/Blind people, for those who prefer to communicate orally, and those who do not have a complete language base in ASL or English • Describe typical settings in each of the areas above, and outline issues which may arise in each.	Apply knowledge of appropriate placement of interpreters in work settings based on skills and qualifications Use an understanding of unique interpreting settings and apply appropriate practices for each setting Apply knowledge of needs of unique deaf populations to work effectively in community and post-secondary settings Follow standard practices (published by the Registry of Interpreters for the Deaf) in freelance and volunteer environments
Reason for change	Changes in national interpreter education standards Redistribution of program credits

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: ITP 260	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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): Summer 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@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 – 4th floor.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Sign Language Interpretation	Submitter name, phone, and email	Xenia Woods 971-722-8112 Xenia.woods@pcc.edu
Course prefix and number	ITP 180	Course title	Field Experience

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10	Lecture	10
Lecture/Lab		Lecture/Lab	20
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	1	Total credits	2
Reason for change:	The class will now require 20 hours of field experience in addition to 10 hours of lecture.		

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

Yes ☐ No ☒	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
Yes ☒ No ☐	If yes, please describe	
Implementation term	☐ Next available term after approval ☒ Specific term: Summer 2013	

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

Section #1 General Information

Department:	Sign Language Interpretation & Deaf Studies	Submitter name phone and email	Xenia Woods, 971-722-8112 xenia.woods@pcc.edu
Prefix and Course Number:	ITP 132	Credits:	2
Course Title: (60 characters max)	Deaf Culture II	Transcript Title (30 characters max)	Deaf Culture II
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ 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)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☐	☐

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

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: *course* and/or *student*. Include course recommendations in the description. (the field expands as needed)

Continues work of ITP 241. Analysis and discussion of more advanced concepts in cultural, gender, and sociological studies in the Deaf community, including current topics in dual- and multiple-minority perspectives, discussion of the Deaf-Blind experience, advocacy and political action relating to modern Deaf issues. Course is taught in ASL with no interpretation. Admission into Sign Language Interpretation program and department permission required.

Addendum to course description:

<table>
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Identify prerequiste, corequisite and concurrent course(s)			
(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: ITP 212	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

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: **(Use observable and measurable verbs)**	Upon completion of this course, students will be able to: Interact in a way that respects the values, social customs and cultural aspects of Deaf people, with a clear understanding of the complex societal factors that impact the experience of Deaf-Blind, LGBT, ethnic and other minorities within Deaf society. Apply an understanding of current social and political issues in the Deaf community to how they express themselves in ASL. Apply cultural understandings learned in class effectively in authentic interactions with native signers.
Course activities and design: **(from CCOG)**	This course will include live and videotaped presentations, lectures, small group discussions, student presentations, and guest speakers.
Outcomes assessment strategies: **(from CCOG)**	Assessment strategies include quizzes, exams, papers, and short presentations.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Includes all or most of the following on a continual basis: Culture in general, American Culture, American Deaf Culture, different perspectives based on background, language, communication mode, gender, age, ethnicity, values, social customs, cultural aspects, history, theatre, storytelling, literature, folklore, and high and low context cultures.

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	☒ Yes

		☐ No
Name of certificate(s):	Sign Language Interpretation, Deaf Studies	# credit: 89, 52
Name of degree(s):	Sign Language Interpretation	# credit: 101
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):	Deaf Studies	# credit: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ 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/curriculm.	

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

acknowledgments and/or agreements that have been reached	
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Summer 2013
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. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120A	# Credits:	1
Course Title: (60 characters max)	Ballet I	Transcript Title (30 characters max)	Ballet I
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title D190A-Ballet I	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces fundamentals of Ballet technique with a focus on correct alignment, development of strength, flexibility, range of motion, stability, and Ballet terminology. Audit available.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Apply lessons in ballet-specific anatomy, safe practices, and injury prevention in order to improve wellbeing and ballet performance. • Engage in and appreciate different forms of artistic expression through ballet. • Interpret ballet terminology to critically analyze future ballet instruction.
Course activities and design: **(from CCOG)**	Barre work Center Work Adagio Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique

Skills: (from CCOG)	Identify and use internal and external rotation in the hips (parallel and turn-out) as well as the various positions of the feet Identify and use basic port de bras Introduce concept of musicality Examine line and shape Utilize axial and locomotor movements
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	**Email**
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	**Email**
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120B	# Credits:	1
Course Title: (60 characters max)	Ballet I	Transcript Title (30 characters max)	Ballet I
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title D190B-Ballet I	

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Explores concepts of beginning Ballet with a focus on correct alignment, form, musicality and moving with greater awareness. Provides a foundation for Ballet II. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: D190A or PE120A		x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Ballet • Promote health and wellbeing via physical activity, self-expression, and group interaction through Ballet. • Apply lessons in ballet-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and ballet performance. • Interpret ballet terminology and musicality to critically analyze future ballet instruction.
Course activities and design: **(from CCOG)**	Barre work Center Work Adagio Simple Jumps Basic turns Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam

Course Content: Themes, Concepts, Issues and Skills: (**from CCOG**)	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out) as well as the various positions of the feet Identify and use basic port de bras Beginning musicality Examine line and shape Execute simple jumps and turns Utilize axial and locomotor movements Adapt to varying tempos and changes in music Prepare students to advance to Ballet II
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form x No

this time?	

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email

Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120C	# Credits:	1
Course Title: (60 characters max)	Ballet II	Transcript Title (30 characters max)	Ballet II
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title D191A-Ballet II	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Develops Ballet technique at intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D190B or PE120B		x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: (Use observable and measurable verbs)	• Engage in and appreciate different forms of artistic expression through Ballet. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. • Compare and contrast beginning Ballet skills verses intermediate ballet skills. • Engage in and appreciate different forms of artistic expression through ballet. • Interpret ballet terminology and musicality to critically analyze future ballet instruction.
Course activities and design: (from CCOG)	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Jumps Basic turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques

	Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate beginning/intermediate skills in sequencing Introduce the positions of the body Introduce fixed points in the studio or on stage Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Demonstrate different movement qualities Execute intermediate jumps, turns, and patterns
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013
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 (type name)	Email

Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120D	# Credits:	1
Course Title: (60 characters max)	Ballet II	Transcript Title (30 characters max)	Ballet II
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title D191B-Ballet II	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D191A or PE120C			x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Ballet. - Promote health and wellbeing via physical activity, self-expression, and group interaction - Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. - Compare and contrast beginning Ballet skills verses intermediate ballet skills. - Engage in and appreciate different forms of artistic expression through ballet. - Interpret ballet terminology and musicality to critically analyze future ballet instruction. - Provide and interpret feedback regarding future performance.
Course activities and design: **(from CCOG)**	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Intermediate Jumps and Turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques Creative project

	Class discussion Written exam
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate beginning/intermediate skills in sequencing Introduce the positions of the body Introduce fixed points in the studio or on stage Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Demonstrate different movement qualities Execute intermediate jumps, turns, and patterns Prepare students to advance to Ballet III
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email
Levi Query	lquery@pcc.edu

SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120E	# Credits:	1
Course Title: (60 characters max)	Ballet III	Transcript Title (30 characters max)	Ballet III
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title D290A-Ballet III	

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Develops Ballet technique at an advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique and performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D191B or PE120D			x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Ballet. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. • Compare and contrast intermediate Ballet skills verses advanced ballet skills. • Apply ballet routine design that focuses on manipulating the choreography.
Course activities and design: **(from CCOG)**	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques Creative project

	Class discussion Written exam
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement Execute increasingly complicated axial and locomotor movements Clearly demonstrate understanding of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Effectively demonstrate different movement qualities Execute intermediate jumps, turns, and patterns Focus on performance and how movements are effectively used to create a desired impact Elements of expression and communication in Ballet Clarify transitions Demonstrate stamina, increased speed, control, strength, and balance
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email

Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120F	# Credits:	1
Course Title: (60 characters max)	Ballet III	Transcript Title (30 characters max)	Ballet III
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title D290B-Ballet III	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Continues development of Ballet technique at an advanced level with a focus on increasingly complicated choreography and the expression and communication of Ballet in performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: D290A or PE120E		x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Ballet. - Promote health and wellbeing via physical activity, self-expression, and group interaction - Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. - Compare and contrast intermediate Ballet skills verses advanced ballet skills. - Apply ballet routine design that focuses on increasing complexity of the choreography. - Utilize techniques that promote expression and communication through Ballet.
Course activities and design: **(from CCOG)**	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion

	Written exam
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement Execute increasingly complicated axial and locomotor movements Clearly demonstrate understanding of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Effectively demonstrate different movement qualities Execute intermediate jumps, turns, and patterns Focus on performance and how movements are effectively used to create a desired impact Elements of expression and communication in Ballet Clarify transitions Demonstrate stamina, increased speed, control, strength, and balance
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013
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 (type name)	Email

Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121A	# Credits:	1
Course Title: (60 characters max)	Modern Dance I	Transcript Title (30 characters max)	Modern Dance I
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	xYes No	Course Number and Title D130A-Modern Dance I	

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Introduces fundamentals of Modern Dance technique with a focus on correct alignment, development of strength, flexibility, range of motion, and stability, and dance specific terminology. Audit available.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	This is an introductory course with no 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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: **(Use observable and measurable verbs)**	• Apply lessons in Modern Dance-specific anatomy, safe practices, and injury prevention in order to improve wellbeing and Modern Dance performance. • Engage in and appreciate different forms of artistic expression through Modern Dance. • Interpret Modern Dance terminology to critically analyze future instruction.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques Other outcome assessment strategies may include: Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Modern Dance Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out)

Skills: (from CCOG)	Identify and use basic arm positions Introduce concept of musicality Examine line and shape Utilize axial and locomotor movements Introduce concepts of ensemble thinking
Reason for the new course	Reworking courses that are currently repeatable.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC 170 (U of O), D180 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121B	# Credits:	1
Course Title: (60 characters max)	Modern Dance I	Transcript Title (30 characters max)	Modern Dance I
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D130B-Modern Dance I

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores concepts of beginning Modern Dance with a focus on correct alignment, form, musicality and moving with greater awareness. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D130A or PE121A		X Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co	
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Modern Dance - Promote health and wellbeing via physical activity, self-expression, and group interaction through Modern Dance. - Apply lessons in Modern Dance-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and Modern Dance performance. - Interpret Modern Dance terminology and musicality to critically analyze future instruction.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques Other outcome assessment strategies may include: Creative project Class discussion Written exam

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate beginning level skills in sequencing Introduce changes in levels in space Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC170 (U of O), D180 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121C	# Credits:	1
Course Title: (60 characters max)	Modern Dance II	Transcript Title (30 characters max)	Modern Dance II
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D131A-Modern Dance II

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Develops Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: D130B or PE121B	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: (Use observable and measurable verbs)	• Engage in and appreciate different forms of artistic expression through Modern Dance. • Promote health and wellbeing via physical activity, self-expression, and group interaction in future Modern Dance classes. • Integrate dynamic alignment and functional technique at an intermediate Modern Dance skill level. • Compare and contrast beginning Modern Dance skills verses intermediate Modern Dance skills. • Engage in and appreciate different forms of artistic expression through Modern Dance. • Interpret Modern Dance terminology and musicality to critically analyze future instruction.
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Application instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following:

	Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate beginning/intermediate skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning/intermediate level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness and ensemble thinking skills Body part vs whole Demonstrate different movement qualities: percussive, swinging, sustained, etc.
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form x No

this time?	

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu

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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121D	# Credits:	1
Course Title: (60 characters max)	Modern Dance II	Transcript Title (30 characters max)	Modern Dance II
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D131B-Modern Dance II

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, ensemble work, and functional technique. May be audited.

Addendum to Course Description:	

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: D131A or PE121C		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Modern Dance. - Promote health and wellbeing via physical activity, self-expression, and group interaction in a Modern Dance setting. - Integrate dynamic alignment and functional technique at an intermediate Modern Dance skill level. - Compare and contrast beginning Modern Dance skills verses intermediate Modern Dance skills. - Engage in and appreciate different forms of artistic expression through ballet. - Apply Modern Dance techniques using an ensemble format. - Provide and interpret feedback regarding future performance.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam Written review/critique OR performance in PCC dance concert or event
Course	Demonstrate intermediate skills in sequencing

Content: Themes, Concepts, Issues and Skills: (from CCOG)	Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at an intermediate level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Create a more complete self-image Demonstrate spatial awareness Body part vs whole Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively both individually as well as in groups
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121E	# Credits:	1
Course Title: (60 characters max)	Modern III	Transcript Title (30 characters max)	Modern III
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes No	Course Number and Title D230A-Modern III-first term	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Develops Modern Dance technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique, and performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D131B or PE121D		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: (Use observable and measurable verbs)	• Engage in and appreciate different forms of artistic expression through Modern Dance. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an Advanced Modern Dance skill level. • Compare and contrast intermediate Modern Dance skills verses advanced Modern Dance skills. • Apply Modern Dance techniques that focuses on relevant phrases or combinations
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate intermediate/advanced skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at an intermediate/advanced level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulate the spine, feet, and arms Demonstrate spatial awareness Body part vs whole Apply skills in ensemble thinking Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively Differentiate between core and distal initiation May explore inversions as appropriate
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution

Required for Gen Ed only	☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance

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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email

Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121F	# Credits:	1
Course Title: (60 characters max)	Modern III	Transcript Title (30 characters max)	Modern III
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D230B-Modern III-second term

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on applying techniques and skills to enhance performance. May be audited.

Addendum to Course Description:	

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D230A or PE121E		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Modern Dance • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an Advanced Modern Dance skill level. • Apply Modern Dance routine design that focuses on increasing complexity of the choreography. • Apply advanced techniques to improve future Modern Dance performance
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course	Demonstrate advanced skills in sequencing

Content: Themes, Concepts, Issues and Skills: (from CCOG)	Continue working with changes in levels
	Utilize axial and locomotor movements
	Further examine use of line and shape
	Adapt choreography to varying tempos, kinds of music, etc.
	Explore musicality at an advanced level
	Apply instructor and peer feedback to improve performance
	Work from internally and externally rotated positions
	Articulation of the spine
	Demonstrate spatial awareness
	Body part vs whole
	Demonstrate different movement qualities: percussive, swinging, sustained, etc.
	Adapt to changes in facings, levels, tempos, musicality, etc.
	Solve problems creatively
	Differentiate between core and distal initiation
	May explore inversions as appropriate
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with Dance
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.	Cross-listed with Dance
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013
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 (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th floor.	

Levi Query
971-722-5519

lquery@pcc.edu Portland Community College

Course Revision

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Current prefix and number	PE 182N	Proposed prefix and number	PE 130 A
Current course title	Adapted Physical Education I	Proposed title (60 characters max)	Adaptive Physical Education I
# Credits	1	Proposed transcript title (30 characters max)	Adaptive Physical Education I
Reason for title change	Added in Adaptive PE II and III so changing to Adaptive PE I for continuity		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides individuals with acute or chronic injuries or disabilities a physical education class to improve fitness, health and overall wellness.	Provides exercises that deal with with acute or chronic injuries or disabilities to improve fitness, health and overall wellness. Covers knowledge and skills needed to perform safe and proper group and individual fitness

Covers knowledge and skills needed to perform safe and proper group and individual fitness exercises. Introduces activities adapted to their disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.	exercises. Introduces activities adapted to disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.
Reason for change	Improved

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),   One 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	One word change to make it better (access)

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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

☐ Yes ☒ No	

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Levi Query	lquery@pcc.edu	January 16, 2013
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	Jennifer.piper1@pcc.edu	January 16, 2013
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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 130 B	# Credits:	1
Course Title: (60 characters max)	Adapted Physical Education II	Transcript Title (30 characters max)	Adapted Physical Education II
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title: PE130 B: Adapted Physical Education II	
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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Covers exercises that deal with acute or chronic injuries or disabilities to improve fitness, health and overall wellness. Continues knowledge and skills needed to perform safe and proper group and individual fitness exercises. Introduces activities adapted to disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. Introduces instruction regarding individual exercise programming.

Addendum to Course Description:	Appropriate athletic clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime. 2. Continue to participate in adapted activities including cardiorespiratory fitness, muscle fitness and flexibility. 3. Assess and access community group and individual exercise programs appropriate for their various injuries or disabilities. 4. Develop their own individual exercise program appropriate for their injuries in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)
Course activities and design: **(from CCOG)**	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	• Individualized pre and post testing with record keeping • Exercise records and logs
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Aquatic warm-up and cool-down routines • Appropriate exercises to promote cardiovascular fitness. • Appropriate exercises to promote muscular strength and endurance. • Appropriate exercises to promote flexibility. • Participation in individualized rehabilitation exercises. • Demonstration of safe exercise progressions

	• Maintenance of pre-post testing and exercise records. • Demonstration of knowledge to design their own exercise program in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.) • Develop lifelong fitness, health and wellness. • Experience the relationship of the mind, body and spirit.
Reason for the new course	With the new repeatability rules, we need three levels of Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree.

Section #2 Transferabiltiy
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jennifer Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 130 C	# Credits:	1
Course Title: (60 characters max)	Adapted Physical Education III	Transcript Title (30 characters max)	Adapted Physical Education III
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course Number and Title: PE130 C: Adapted Physical Education III

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Covers exercises that deal with acute or chronic injuries or disabilities to improve fitness, health and overall wellness. Continues knowledge and skills needed to perform safe and proper group and individual fitness exercises. Introduces activities adapted to disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. Introduces instruction regarding individual exercise programming utilizing two or more components of fitness (muscular strength and endurance, cardiovascular fitness, flexibility, body composition.)

Addendum to Course Description:	Appropriate athletic clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime. 2. Continue to participate in adapted activities including cardiorespiratory fitness, muscle fitness and flexibility. 3. Assess community group and individual exercise programs appropriate for their various injuries or disabilities. 4. Develop their own individual exercise program appropriate for their injuries in two or more components of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)
Course activities and design: **(from CCOG)**	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	• Individualized pre and post testing with record keeping • Exercise records and logs
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Aquatic warm-up and cool-down routines • Appropriate exercises to promote cardiovascular fitness. • Appropriate exercises to promote muscular strength and endurance. • Appropriate exercises to promote flexibility. • Participation in individualized rehabilitation exercises. • Demonstration of safe exercise progressions

	• Maintenance of pre-post testing and exercise records.
	• Demonstration of knowledge to design their own exercise program in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)
	• Develop lifelong fitness, health and wellness.
	• Experience the relationship of the mind, body and spirit.
Reason for the new course	With the new repeatability rules, we need three levels of Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree.

Section #2 Transferabiltiy

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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jennifer Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 130 D	# Credits:	
Course Title: (60 characters max)	Adapted Aquatic Physical Education I	Transcript Title (30 characters max)	Adapted Aquatic Physical Education I
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title: PE 130 D: Adapted Aquatic Physical Education I	

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Provides exercises that deal with acute or chronic injuries to improve fitness, health and overall wellness through structured water exercise. Covers knowledge and skills needed to performs safe and proper group and individual fitness exercises in the water. Introduces water activities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.

Addendum to Course Description:	Appropriate swim clothing is required along with aquatic shoes. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	1. Adapt exercises learned in water to Improve overall physical fitness throughout their lifetime. 2. Continue to participate in adapted water activities including cardiorespiratory fitness, muscle fitness and flexibility. 3. Assess and access community group and individual water exercise programs appropriate for their various injuries or disabilities.
Course activities and design: **(from CCOG)**	Swim classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	• Individualized pre and post testing with record keeping • Exercise records and logs
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Aquatic warm-up and cool-down routines • Appropriate water exercises to promote cardiovascular fitness. • Appropriate water exercises to promote muscular strength and endurance. • Appropriate water exercises to promote flexibility. • Participation in individualized rehabilitation exercises. • Demonstration of safe progressions in the water • Maintenance of pre-post testing and exercise records. • Develop lifelong fitness, health and wellness. • Experience the relationship of the mind, body and spirit.

Reason for the new course	With the new repeatability rules, we need three levels of Aquatic Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree

Section #2 Transferabiltiy	
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jennifer Piper	Jennifer.piper1@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 130 E	# Credits:	
Course Title: (60 characters max)	Adapted Aquatic Physical Education II	Transcript Title (30 characters max)	Aquatic Adapted Physical Education II
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title: PE 130 E **Aquatic Adapted Physical Education II**	

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Provides exercises that deal with acute or chronic injuries to improve fitness, health and overall wellness through structured water exercise. Will learn additional knowledge and skills needed to perform safe and proper group and individual fitness exercises in the water. Introduces water activities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. Introduces instruction regarding individual exercise programming utilizing two or more

	components of fitness (muscular strength and endurance, cardiovascular exercise, flexibility and body composition.)
Addendum to Course Description:	Appropriate swim clothing is required along with aquatic shoes. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into:			☐ Placement into:			
course prefix & number:			☐ Prerequisite	☐ Corequisite		☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite		☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite		☐ pre/co
None – please explain						

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Adapt exercises learned in water to Improve overall physical fitness throughout their lifetime. 2. Continue to develop their own adapted water activities including cardiorespiratory fitness, muscle fitness and flexibility. 3. Assess and access community group and individual water exercise programs appropriate for their various injuries or disabilities. 4. Design own program for at least one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)
Course activities and design: **(from CCOG)**	Swim classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	• Individualized pre and post testing with record keeping • Exercise records and logs
Course Content: Themes, Concepts, Issues and	• Aquatic warm-up and cool-down routines • Appropriate water exercises to promote cardiovascular fitness. • Appropriate water exercises to promote muscular strength and endurance. • Appropriate water exercises to promote flexibility.

Skills: **(from CCOG)**	• Participation in individualized rehabilitation exercises. • Demonstration of safe progressions in the water • Demonstration of ability to design own workout program in at least one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.) • Maintenance of pre-post testing and exercise records. • Develop lifelong fitness, health and wellness. • Experience the relationship of the mind, body and spirit.
Reason for the new course	With the new repeatability rules, we need three levels of Aquatic Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree

Section #2 Transferabiltiy

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?

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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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.		

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.		
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jennifer Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 130F	# Credits:	
Course Title: (60 characters max)	Aquatic Adapted Physical Education III	Transcript Title (30 characters max)	Aquatic Adapted Physical Education III
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title: 130 F: Aquatic Adaptive Physical Education III

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Covers exercises that deal with acute or chronic injuries or disabilities a physical education class to add to already improving fitness, health and overall wellness through structured water exercise. Continues knowledge and skills needed to perform safe and proper group and individual fitness exercises in the water. Introduces water activities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. Introduces instruction

	regarding individual programming utilizing two or more components of fitness (muscular strength and endurance, cardiovascular fitness, flexibility and body composition.)
Addendum to Course Description:	Appropriate clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	1. Adapt exercises learned in water to Improve overall physical fitness throughout their lifetime. 2. Continue to develop adapted water activities to challenge themselves including cardiorespiratory fitness, muscle fitness and flexibility. 3. Assess and participate in community group and individual water exercise programs appropriate for their various injuries or disabilities. 4. Design own program for two or more components of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)
Course activities and design: **(from CCOG)**	Swim classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	• Individualized pre and post testing with record keeping • Exercise records and logs
Course Content: Themes, Concepts, Issues and	• Aquatic warm-up and cool-down routines • Appropriate water exercises to promote cardiovascular fitness. • Appropriate water exercises to promote muscular strength and endurance. • Appropriate water exercises to promote flexibility.

Skills: **(from CCOG)**	• Participation in individualized rehabilitation exercises. • Demonstration of safe progressions in the water • Demonstration of ability to design own workout program in at least two components of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.) • Maintenance of pre-post testing and exercise records. • Develop lifelong fitness, health and wellness. • Experience the relationship of the mind, body and spirit.
Reason for the new course	With the new repeatability rules, we need three levels of Aquatic Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree

Section #2 Transferabiltiy	
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jennifer Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Delia McQueen 971-722-7441 delia.mcqueen@pcc.edu
Course Prefix and Number:	PE186N	# Credits:	1
Course Title: 60 characters max	Zumba Fitness Gold	Transcript Title (30 characters max)	Zumba Fitness Gold
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☒ Yes ☐ 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

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)	Introduces a slower paced Zumba Fitness Class. Incorporates Zumba music at half pace lower impact work. Promotes improved cardiorespiratory conditioning, muscle endurance flexibility and/or body composition.

General Education/Discipline Studies Standard Prerequisite Approval

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

these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	• Appy the benefits of physical conditioning, including cardiorespiratory fitness, muscle strength, balance, agility and flexibility • Perform safe and effective Zumba GOLD exercises that will continue a lifelong fitness program. • Incorporates fitness principles started in Zumba Gold in future exercise programming
Course activities and design: **(from CCOG)**	*Improvement of overall physical conditioning through Zumba participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and flexibility *Perform safe and effective Zumba fitness exercise *Identify different rhythms, step patterns, and the techniques associated with those rhythms *Develop lifelong fitness, health and wellness
Outcomes assessment strategies:	*Pre/post fitness testing *Individual fitness programs *Active participation/effort *Demonstrations of proficiency *Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG they should be connected to the outcomes)**	*Practice safe and effective warm-ups and cool downs *Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method *Components of fitness-related physical fitness and their benefits for lifelong fitness *Principles of exercise training *Personal fitness assessment *Goal-setting for fitness *Personal fitness program design *Modify exercises and activities for varying physical conditions and individual fitness level *Body mechanics-proper body alignment
Reason for the new course	Addition of a slower paced Zumba course to allow all participants enjoy Zumba fitness.

Section #2 Transferabiltiy

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	PSU, UO, OSU, WOU, SOU
How does it transfer Check all that apply	☐ required or support for major ☒ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jen Piper	Jennifer.piper1@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 – 4th 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	Save this document as the course prefix and number
☐ course number ☒ title ☒ description (include requisites) ☒ outcomes ☐ prerequisites and co-requisites Grade option change	Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Current prefix and number	PE 182Z	Proposed prefix and number	
Current course title	Zumba Fitness	Proposed title (60 characters max)	Zumba Fitness I
# Credits	1	Proposed transcript title (30 characters max)	Zumba Fitness I
Reason for title change	We added in Zumba II and Zumba Gold and felt Zumba I was more logical		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces Zumba Fitness to improve health and overall wellness. Teaches safe and proper rhythmic exercises and dance/aerobic moves set to Latin and international music. Promotes improvement of cardiorespiratory	Introduces Zumba Fitness to improve health and overall wellness through structured group exercise. Promotes improvement of cardiorespiratory conditioning, muscle endurance and flexibility.

conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.	
Reason for change	More concise

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),   One 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
Introduces Zumba Fitness to improve health and overall wellness. Teaches safe and proper rhythmic exercises and dance/aerobic moves set to Latin and other international music. Promotes improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.	Apply skills from Zumba I to continue into Zumba II Apply the benefits of cardiorespiratory fitness and muscular endurance as attained in Zumba I Apply skills from Zumba I to continue lifelong fitness
Reason for change	New and improved

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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Levi Query	lquery@pcc.edu	1-16-2013
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	Jennifer.piper1@pcc.edu	1-16-2013
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 – 4th floor.		

Portland Community College

<table>
<tr><td colspan="2">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Delia McQueen 971-722-7441 delia.mcqueen@pcc.edu
Course Prefix and Number:	182M	# Credits:	1
Course Title: 60 characters max	Zumba Fitness II	Transcript Title (30 characters max)	Zumba Fitness II
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	X Yes ☐ No How many times? 2	Contact hours: PER TERM	Lecture:0 Lec/lab:0 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)		☒
Pass/No pass	X	☐
Audit in consultation with faculty	X	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	X Yes ☐ No	Course Number and Title
		PE 182Z Zumba Fitness

Course fee: **Identify only fees that are above and beyond the usual PCC fees**	$12	

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)	Expands knowledge, application and skills of Zumba Fitness. Continues fundamental techniques learned in Zumba Fitness I. Promotes continued improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR

and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

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

☐ Placement into:	☐ Placement into:

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	Apply the benefits of cardiorespiratory fitness and muscular endurance as attained in Zumba Apply skills from Zumba II to continue lifelong fitness *Continue to practice fitness principles started in Zumba II
Course activities and design: **(from CCOG)**	*Continued improvement of overall physical conditioning through Zumba Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and flexibility *Perform safe and effective Zumba fitness exercises *Identify different rhythms, step patterns and the techniques associated with those rhythms *Develop a lifelong fitness, health and wellness
Outcomes assessment strategies:	*Pre/post fitness testing *Individual fitness programs *Active participation/effort *Demonstrations of proficiency *Personal program records/portfolios *Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	*Practice safe and effective warm-ups and cool-downs *Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method *Components of fitness-related physical fitness and their benefits for lifelong fitness *Principles of exercise training *Personal fitness assessment *Goal-setting for fitness *Personal fitness program design *Modify exercises and activities for varying physical conditions and individual fitness level *Body mechanics-proper body alignment
Reason for the new course	*Continued knowledge and enhance the skills learned in Zumba Fitness I. *Further develop the fundamental techniques of rhythmic exercise.

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	OSU, UO, WOC, SOC, PSU
How does it transfer Check all that apply	☐ required or support for major ☒ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	This is a continuation of Zumba Fitness I

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 PE SAC that having 3 zumba fills the need for the unfit student to have classes they can take for their physical education.

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:	X 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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D130A	# Credits:	1
Course Title: (60 characters max)	Modern Dance I	Transcript Title (30 characters max)	Modern Dance I
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121A-Modern Dance I

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces fundamentals of Modern Dance technique with a focus on correct alignment, development of strength, flexibility, range of motion, and stability, and dance specific terminology. Audit available.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	This is an introductory course with no 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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: **(Use observable and measurable verbs)**	• Apply lessons in Modern Dance-specific anatomy, safe practices, and injury prevention in order to improve wellbeing and Modern Dance performance. • Engage in and appreciate different forms of artistic expression through Modern Dance. • Interpret Modern Dance terminology to critically analyze future instruction.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques Other outcome assessment strategies may include: Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Modern Dance Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out)

Skills: (from CCOG)	Identify and use basic arm positions Introduce concept of musicality Examine line and shape Utilize axial and locomotor movements Introduce concepts of ensemble thinking
Reason for the new course	Reworking courses that are currently repeatable.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC 170 (U of O), D180 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Implementation term:	☐　　Next available term after approval x　　Specify term AFTER the next available Fall 2013
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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@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 – 4th 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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 130B	# Credits:	1
Course Title: (60 characters max)	Modern Dance I	Transcript Title (30 characters max)	Modern Dance I
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes No	Course Number and Title PE121B-Modern Dance I	

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*".   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores concepts of beginning Modern Dance with a focus on correct alignment, form, musicality and moving with greater awareness. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D130A or PE121A		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Modern Dance • Promote health and wellbeing via physical activity, self-expression, and group interaction through Modern Dance. • Apply lessons in Modern Dance-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and Modern Dance performance. • Interpret Modern Dance terminology and musicality to critically analyze future instruction.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques Other outcome assessment strategies may include: Creative project Class discussion Written exam

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate beginning level skills in sequencing Introduce changes in levels in space Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC170 (U of O), D180 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu

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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 131A	# Credits:	1
Course Title: (60 characters max)	Modern Dance II	Transcript Title (30 characters max)	Modern Dance II
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121C-Modern Dance II

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "*students*". Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Develops Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.

Addendum to Course Description:	

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D130B or PE121B			X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Modern Dance. - Promote health and wellbeing via physical activity, self-expression, and group interaction in future Modern Dance classes. - Integrate dynamic alignment and functional technique at an intermediate Modern Dance skill level. - Compare and contrast beginning Modern Dance skills verses intermediate Modern Dance skills. - Engage in and appreciate different forms of artistic expression through Modern Dance. - Interpret Modern Dance terminology and musicality to critically analyze future instruction.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Application instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following:

	Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate beginning/intermediate skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning/intermediate level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness and ensemble thinking skills Body part vs whole Demonstrate different movement qualities: percussive, swinging, sustained, etc.
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form x No

this time?	

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with PE

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.	Cross-listed with PE
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu

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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 131B	# Credits:	1
Course Title: (60 characters max)	Modern Dance II	Transcript Title (30 characters max)	Modern Dance II
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121D-Modern Dance II

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, ensemble work, and functional technique. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: D131A or PE121C	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Modern Dance. • Promote health and wellbeing via physical activity, self-expression, and group interaction in a Modern Dance setting. • Integrate dynamic alignment and functional technique at an intermediate Modern Dance skill level. • Compare and contrast beginning Modern Dance skills verses intermediate Modern Dance skills. • Engage in and appreciate different forms of artistic expression through ballet. • Apply Modern Dance techniques using an ensemble format. • Provide and interpret feedback regarding future performance.
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam Written review/critique OR performance in PCC dance concert or event
Course	Demonstrate intermediate skills in sequencing

Content: Themes, Concepts, Issues and Skills: (from CCOG)	Continue working with changes in levels
	Utilize axial and locomotor movements
	Further examine use of line and shape
	Adapt choreography to varying tempos, kinds of music, etc.
	Explore musicality at an intermediate level
	Apply instructor and peer feedback to improve performance
	Work from internally and externally rotated positions
	Create a more complete self-image
	Demonstrate spatial awareness
	Body part vs whole
	Demonstrate different movement qualities: percussive, swinging, sustained, etc.
	Adapt to changes in facings, levels, tempos, musicality, etc.
	Solve problems creatively both individually as well as in groups
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with PE

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.	Cross-listed with PE
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D190A	# Credits:	1
Course Title: (60 characters max)	Ballet I	Transcript Title (30 characters max)	Ballet I
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title PE120A-Ballet I	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces fundamentals of Ballet technique with a focus on correct alignment, development of strength, flexibility, range of motion, stability, and Ballet terminology. Audit available.

Addendum to Course Description:	

☐ 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
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	• Apply lessons in ballet-specific anatomy, safe practices, and injury prevention in order to improve wellbeing and ballet performance. • Engage in and appreciate different forms of artistic expression through ballet. • Interpret ballet terminology to critically analyze future ballet instruction.
Course activities and design: **(from CCOG)**	Barre work Center Work Adagio Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique

Skills: (from CCOG)	Identify and use internal and external rotation in the hips (parallel and turn-out) as well as the various positions of the feet Identify and use basic port de bras Introduce concept of musicality Examine line and shape Utilize axial and locomotor movements
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed wih PE

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.	Cross-listed with PE
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@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 – 4th 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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D190B	# Credits:	1
Course Title: (60 characters max)	Ballet I	Transcript Title (30 characters max)	Ballet I
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	x Yes ☐ No	Course Number and Title PE120B-Ballet I	

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Explores concepts of beginning Ballet with a focus on correct alignment, form, musicality and moving with greater awareness. Provides a foundation for Ballet II. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:		

course prefix & number: D190A or PE120A	x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Ballet - Promote health and wellbeing via physical activity, self-expression, and group interaction through Ballet. - Apply lessons in ballet-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and ballet performance. - Interpret ballet terminology and musicality to critically analyze future ballet instruction.
Course activities and design: **(from CCOG)**	Barre work Center Work Adagio Simple Jumps Basic turns Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam

Course Content: Themes, Concepts, Issues and Skills: (**from CCOG**)	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out) as well as the various positions of the feet Identify and use basic port de bras Beginning musicality Examine line and shape Execute simple jumps and turns Utilize axial and locomotor movements Adapt to varying tempos and changes in music Prepare students to advance to Ballet II
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form x No

this time?	

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with PE

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.	Cross-listed with PE
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013
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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email

Gene Flores	Gene.flores@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D191A	# Credits:	1
Course Title: (60 characters max)	Ballet II	Transcript Title (30 characters max)	Ballet II
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☒ Yes ☐ No	Course Number and Title PE 120C Ballet II

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Develops Ballet technique at intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D190B or PE 120B			x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Ballet. - Promote health and wellbeing via physical activity, self-expression, and group interaction - Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. - Compare and contrast beginning Ballet skills verses intermediate ballet skills. - Engage in and appreciate different forms of artistic expression through ballet. - Interpret ballet terminology and musicality to critically analyze future ballet instruction.
Course activities and design: **(from CCOG)**	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Jumps Basic turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques

	Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate beginning/intermediate skills in sequencing Introduce the positions of the body Introduce fixed points in the studio or on stage Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Demonstrate different movement qualities Execute intermediate jumps, turns, and patterns
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email

Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

New Course Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D191B	# Credits:	1
Course Title: (60 characters max)	Ballet II	Transcript Title (30 characters max)	Ballet II
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☒ Yes ☐ No	Course Number and Title PE 120 D Ballet II	

GRADE OPTIONS: Check as many or as few options as you'd like **Choose the default grade option**. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D191A or PE 120C			x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Ballet. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. • Compare and contrast beginning Ballet skills verses intermediate ballet skills. • Engage in and appreciate different forms of artistic expression through ballet. • Interpret ballet terminology and musicality to critically analyze future ballet instruction. • Provide and interpret feedback regarding future performance.
Course activities and design: **(from CCOG)**	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Intermediate Jumps and Turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques Creative project

	Class discussion Written exam
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate beginning/intermediate skills in sequencing Introduce the positions of the body Introduce fixed points in the studio or on stage Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Demonstrate different movement qualities Execute intermediate jumps, turns, and patterns Prepare students to advance to Ballet III
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	**Email**
Heidi Dyer	Heidi.diaz@pcc.edu

SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

<table>
<tr><td colspan="2">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 209	# Credits:	1
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Requires audition for admission.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

x Placement into: D209 (audition required)   ☐   Placement into:

course prefix & number:		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage the imagination through dance performance to explore new possibilities • Appraise own skills and abilities, through feedback, to improve future performance • Engage in and appreciate different forms of artistic expression through dance performance
Course activities and design: **(from CCOG)**	Warm up Review choreography (or structure) Introduce and/or create new choreography (or movement material) Apply feedback to improve performance Observation and discussion Journaling or notes may be used
Outcomes assessment strategies:	Rehearsal Performance Performance Review/Critique
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Develop productive rehearsal and performance techniques Contribute to rehearsal and performance process Choreographing or developing material from a source/focus Gain skills in collaboration and interpersonal communication Manipulation or adaptation of choreographic material Recording and applying feedback to improve performance Rehearsal preparation and focus Sound cues and musicality (when appropriate) Memorization of staging, cueing, entrances and exits Communication of choreographic intent

	Care of costumes and props Apply specific hair and make-up requirements Engage in appropriate offstage and dressing room behavior
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	WOU
How does it transfer Check all that apply	X required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D 199
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	n/a

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	☐ Next available term after approval
	x Specify term AFTER the next available: Fall 2013
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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@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 – 4th 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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 210	# Credits:	2
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 60
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like **Choose the default grade option**. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research. Requires audition for admission.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

x Placement into: D210 (audition required)		☐ Placement into:			
course prefix & number:		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	• Engage the imagination through dance performance to explore new possibilities. • Appraise own skills and abilities, through feedback, to improve future performance. • Engage in and appreciate different forms of artistic expression through dance performance. • Apply elements as they relate to production of dance rehearsals and performances.
Course activities and design: **(from CCOG)**	Warm up Review choreography (or structure) Introduce and/or create new choreography (or movement material) Apply feedback to improve performance Observation and discussion Journaling or notes may be used
Outcomes assessment strategies:	Rehearsal Performance Performance Review/Critique Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Develop productive rehearsal and performance techniques Contribute to rehearsal and performance process Choreographing or developing material from a source/focus Gain skills in collaboration and interpersonal communication Manipulation or adaptation of choreographic material

	Recording and applying feedback to improve performance Rehearsal preparation and focus Sound cues and musicality (when appropriate) Memorization of staging, cueing, entrances and exits Communication of choreographic intent Care of costumes and props Apply specific hair and make-up requirements Engage in appropriate offstage and dressing room behavior
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	WOU
How does it transfer Check all that apply	X required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D 199
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	n/a

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

<table>
<tr><td colspan="2">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 211	# Credits:	3
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 90
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research, presentation, and community interaction. Requires audition for admission.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

x Placement into: D211 (audition required)		☐ Placement into:			
course prefix & number:		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Organize and deliver verbal and non-verbal messages for effective audience reception and retention. • Engage the imagination through dance performance to explore new possibilities. • Appraise own skills and abilities, through feedback, to improve future performance. • Engage in and appreciate different forms of artistic expression through dance performance. Apply elements as they relate to production of dance rehearsals and performances.
Course activities and design: **(from CCOG)**	Warm up Review choreography (or structure) Introduce and/or create new choreography (or movement material) Apply feedback to improve performance Observation and discussion Journaling or notes may be used
Outcomes assessment strategies:	Rehearsal Performance Performance Review/Critique Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation Choreographer interview Choreography showing
Course Content:	Develop productive rehearsal and performance techniques Contribute to rehearsal and performance process

Themes, Concepts, Issues and Skills: (from CCOG)	Choreographing or developing material from a source/focus Gain skills in collaboration and interpersonal communication Manipulation or adaptation of choreographic material Recording and applying feedback to improve performance Rehearsal preparation and focus Sound cues and musicality (when appropriate) Memorization of staging, cueing, entrances and exits Communication of choreographic intent Care of costumes and props Apply specific hair and make-up requirements Engage in appropriate offstage and dressing room behavior
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy

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	WOU
How does it transfer Check all that apply	X required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	D 199
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	n/a

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 230A	# Credits:	1
Course Title: (60 characters max)	Modern Dance III	Transcript Title (30 characters max)	Modern Dance III
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121E-Modern III-first term

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Develops Modern Dance technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique, and performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: D131B or PE121D	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Modern Dance. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an Advanced Modern Dance skill level. • Compare and contrast intermediate Modern Dance skills verses advanced Modern Dance skills. • Apply Modern Dance techniques that focuses on relevant phrases or combinations
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate intermediate/advanced skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at an intermediate/advanced level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulate the spine, feet, and arms Demonstrate spatial awareness Body part vs whole Apply skills in ensemble thinking Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively Differentiate between core and distal initiation May explore inversions as appropriate
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution

Required for Gen Ed only	☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with PE

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.	Cross-listed with PE
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email

Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 230B	# Credits:	1
Course Title: (60 characters max)	Modern Dance III	Transcript Title (30 characters max)	Modern Dance III
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121F-Modern III-second term

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on applying techniques and skills to enhance performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D230A or PE121E		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	- Engage in and appreciate different forms of artistic expression through Modern Dance - Promote health and wellbeing via physical activity, self-expression, and group interaction - Integrate dynamic alignment and functional technique at an Advanced Modern Dance skill level. - Apply Modern Dance routine design that focuses on increasing complexity of the choreography. - Apply advanced techniques to improve future Modern Dance performance
Course activities and design: **(from CCOG)**	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course	Demonstrate advanced skills in sequencing

Content: Themes, Concepts, Issues and Skills: (from CCOG)	Continue working with changes in levels
	Utilize axial and locomotor movements
	Further examine use of line and shape
	Adapt choreography to varying tempos, kinds of music, etc.
	Explore musicality at an advanced level
	Apply instructor and peer feedback to improve performance
	Work from internally and externally rotated positions
	Articulation of the spine
	Demonstrate spatial awareness
	Body part vs whole
	Demonstrate different movement qualities: percussive, swinging, sustained, etc.
	Adapt to changes in facings, levels, tempos, musicality, etc.
	Solve problems creatively
	Differentiate between core and distal initiation
	May explore inversions as appropriate
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy

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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

New LDC course request   (updated June 2012)   3

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Cross-listed with PE

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.	Cross-listed with PE
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@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 – 4th 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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 260	# Credits:	1
Course Title: (60 characters max)	Dance Improvisation	Transcript Title (30 characters max)	Dance Improvisation
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x No	Course Number and Title	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces beginning skills in dance improvisation through the exploration of structured and open improvisations, scores, games, and group observation and discussion. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Use improvisational skills to foster creativity, spontaneity, and interpersonal communication • Engage in and appreciate different forms of artistic expression through dance improvisation. • Promote health and wellbeing via physical activity (i.e. dance), self-expression, and group interaction
Course activities and design: **(from CCOG)**	Warm up Introduction or review of new concept Exploration of new concept via games and open and/or structured improvisations Observation and discussion May include journaling
Outcomes assessment strategies:	Participation Creation of a group or solo score Other assessment strategies may include: Group or solo performance Research paper/project
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Exploration of different movement choices Ensemble work Solo work Structured improvisations working from a score Open improvisations Site-specific improvisations Contact improvisation Incorporating language, sound, and/or text Peer observation and feedback

	Class discussion
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC271 (U of O), D260 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	n/a

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 261	# Credits:	1
Course Title: (60 characters max)	Dance Improvisation	Transcript Title (30 characters max)	Dance Improvisation
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x No	Course Number and Title	

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Continues to develop skills in dance improvisation through the exploration of structured and open improvisations, scores, games, and group observation and discussion. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: D260		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	- Use improvisational skills to foster creativity, spontaneity, and interpersonal communication - Engage in and appreciate different forms of artistic expression through dance improvisation - Promote health and wellbeing via physical activity (dance), self-expression, and group interaction - Critically analyze feedback to improve dance performance
Course activities and design: **(from CCOG)**	Warm up Introduction or review of new concept Exploration of new concept via games and open and/or structured improvisations Observation and discussion May include journaling
Outcomes assessment strategies:	Participation Creation of a group or solo score AND one of the following: Group or solo performance Research paper/project
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Exploration of different movement choices Ensemble work Solo work Structured improvisations working from a score Open improvisations Site-specific improvisations Contact improvisation Incorporating language, sound, and/or text Peer observation and feedback

	Class discussion
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC271 (U of O), D260 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	n/a

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available: Fall 2013

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 (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

<table>
<tr><td colspan="2" align="center">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D290A	# Credits:	1
Course Title: (60 characters max)	Ballet III	Transcript Title (30 characters max)	Ballet III
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☒ Yes ☐ No	Course Number and Title PE 120 E Ballet III	

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Develops Ballet technique at an advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique and performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: D191B or PE 120 D	x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in and appreciate different forms of artistic expression through Ballet. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. • Compare and contrast intermediate Ballet skills verses advanced ballet skills. • Apply ballet routine design that focuses on manipulating the choreography.
Course activities and design: **(from CCOG)**	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam

Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement Execute increasingly complicated axial and locomotor movements Clearly demonstrate understanding of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Effectively demonstrate different movement qualities Execute intermediate jumps, turns, and patterns Focus on performance and how movements are effectively used to create a desired impact Elements of expression and communication in Ballet Clarify transitions Demonstrate stamina, increased speed, control, strength, and balance
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013
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 (type name)	Email

Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

New Course Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D290B	# Credits:	1
Course Title: (60 characters max)	Ballet III	Transcript Title (30 characters max)	Ballet III
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☒ Yes ☐ No	Course Number and Title PE 120 F Ballet III	

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate/Advanced level with a focus on increasingly complicated choreography and the expression and communication of Ballet in performance. May be audited.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:			☐ Placement into:		
course prefix & number: D290A or PE120E			x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: (Use observable and measurable verbs)	• Engage in and appreciate different forms of artistic expression through Ballet. • Promote health and wellbeing via physical activity, self-expression, and group interaction • Integrate dynamic alignment and functional technique at an intermediate Ballet skill level. • Compare and contrast intermediate Ballet skills verses advanced ballet skills. • Apply ballet routine design that focuses on increasing complexity of the choreography. Utilize techniques that promote expression and communication through Ballet.
Course activities and design: (from CCOG)	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion

	Written exam
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement Execute increasingly complicated axial and locomotor movements Clearly demonstrate understanding of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Effectively demonstrate different movement qualities Execute intermediate jumps, turns, and patterns Focus on performance and how movements are effectively used to create a desired impact Elements of expression and communication in Ballet Clarify transitions Demonstrate stamina, increased speed, control, strength, and balance
Reason for the new course	Reworking repeatable courses

Section #2 Transferabiltiy	
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	U of O, WOU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
Implementation term:	☐ Next available term after approval x Specify term AFTER the next available Fall 2013

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 (type name)	Email

Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
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Portland Community College

Course Revision

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

Section #1 General Information			
Department	PE	Submitter name Phone Email	Mike Guthrie, 4215 mguthrie@pcc.edu
Current prefix and number	PE 180G	Proposed prefix and number	PE 180L
Current course title	Swim Conditioning	Proposed title (60 characters max)	Swim Conditioning I
# Credits	1	Proposed transcript title (30 characters max)	Swim Conditioning I
Reason for title change	To make letters in prefix, and the numbering in the title, consistent with new courses SC II and SC III.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Uses aspects of swim skills to improve cardiovascular endurance, muscular strength/endurance, and flexibility. Includes water/land exercises, lap swimming and water games. Recommended: Intermediate level swim skills or equivalent.	

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),   One 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
• Improve general and swimming fitness levels for maintaining lifelong health and fitness. • Develop and apply proper swimming skills and technique for lifelong enjoyment of swimming. • Apply knowledge and respect for universal water safety and rules around the pool environment.	

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:	☐ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

☐ Yes x☐ No	
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission

SAC Chair (type name)	Email	Date
Levi Query	lquery@pcc.edu	1/16/13

SAC Administrative Liaison (type name)	Email	Date
Jen Piper	Jennifer.piper1@pcc.edu	1/16/13

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Portland Community College

Course Revision

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

Section #1 General Information			
Department	PE	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@pcc.edu
Current prefix and number	PE 180H	Proposed prefix and number	
Current course title	Aquatic Exercise	Proposed title (60 characters max)	Aquatic Exercise I
# 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Aquatic Exercise Includes aerobic exercise, strength conditioning, and stretching movements set to music. Performed in shallow and deep water to reduce the effects of gravity. Swimming skills are not required.	Includes aerobic exercise, strength conditioning, and stretching movements set to music, in an aquatics environment. Incorporates exercise in both shallow and deep water to in order to take advantage of the natural buoyancy and resistance properties of water. Swimming skills are not required.

Reason for change	To bring the course description verbiage up to 2012/13 CC standards

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),   One 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
• Improve physical conditioning • Develop skills for maintaining lifelong health and fitness • Recognize and apply the value and benefits of physical fitness	• Utilize aquatic exercise skills to improve lifetime physical conditioning. • Develop individual workouts for maintaining lifelong health and fitness. • Apply the value and benefits of exercising in the aquatics environment.

Reason for change	To bring the course outcomes verbiage up to 2012/13 CC 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:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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	N.A.
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Levi Query	lquery@pcc.edu	12/11/12
SAC Administrative Liaison (type name)	Email	Date
Jen Piper	Jennifer.piper1@pcc.edu	1/15/13
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Portland Community College

Disc Golf Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query, 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 183C	# Credits:	1
Course Title: (60 characters max)	Disc Golf	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	Yes	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 1
If the course is repeatable then provide a compelling argument.		Yes	Improve upon skills the second term if desired.
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Provides Disc Golf instruction in skills, drills and game play. This course empasizes history, etiquette, rules, vocabulary and strategy. Promotes skill related components of physical fitness (agility, balance, coordination, power, speed and reaction time) through the sport.

Addendum to Course Description:	Students will play at nearby parks, to be determined. Will need to bring 3 discs (driver, mid-range disc and a putter.)

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	- Improve overall physical conditioning through participation in Disc Golf including but not limited to skill-related fitness (agility, balance, coordination, Power, speed and reaction time), muscular fitness and flexibility. - Perform safe and effective skills and techniques for Disc Golf. - Apply knowledge of rules and scoring when golfing. - Develop a lifelong fitness health and wellness program that includes Disc Golf.
Course activities and design: **(from CCOG)**	Rules Game play Skill drills Oral Presentations
Outcomes assessment strategies:	- Attendance & Active participation - Game play - Demonstrations of physical techniques given throughout the course - Demonstrate appropriate behaviors of players on the course. - Research on internet - Oral presentations - Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	- Warmup and cooldown - Practicing Disc Golf skills through drills and game play - Demonstration of etiquette during play - Scoring games

Reason for the new course	Meet the needs of the ever-changing student body and to better differentiate among the various styles of fitness courses offered at PCC. Facility limitations and the continued need to find options for students.

Section #2 Transferabiltiy

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	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	**X** on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Delia McQueen 971-722-7441 delia.mcqueen@pcc.edu
Course Prefix and Number:	PE 140 A	# Credits:	1
Course Title: (60 characters max)	Boxing I	Transcript Title (30 characters max)	Boxing I
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ YES How many times? 0	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces the basic knowledge of the fundamental techniques used in boxing. Utilizes boxing equipment and focus pads to simulate contact. This is a non-contact class and can be repeated twice for credit. Boxing gloves and hand wraps are required.

Addendum to Course Description:	

☐ 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
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	* Understand boxing as a sport and as a method of developing physical fitness. * Apply the fundamental rules of engagement, strategies, and tactics of the sport. * Pursue an increased level of aerobic and anaerobic levels of fitness and increased level of agility, coordination, and flexibility. *Develop a lifelong fitness, health and wellness program
Course activities and design: **(from CCOG)**	*Improvement of overall physical conditioning through Boxing techniques *Perform safe and effective Boxing techniques *Develop life-long fitness, health and wellness
Outcomes assessment strategies:	*Pre/post fitness testing *Individual fitness programs *Active partition/effort *Demonstrations of proficiency *Written assignments and/or exams
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	*Practice safe and effective warm-ups and cool-downs *Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method *Components of fitness-related physical fitness and their benefits for lifelong fitness *Personal fitness assessment *Goal-Setting *Personal fitness program design *Modify exercises and activities for varying physical conditions and individual fitness level
Reason for the new course	Round out our martial arts program by adding Boxing which has been requested by students for several years.

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	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.		

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@pcc.edu
Course Prefix and Number:	PE 180 I	# Credits:	1
Course Title: (60 characters max)	Aquatic Exercise II	Transcript Title (30 characters max)	Aquatic Exercise II
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Includes aerobic exercise, strength conditioning, and stretching movements set to music in an aquatics environment. Incorporates exercise in both shallow and deep water to in order to take advantage of the natural buoyancy and resistance properties of water. Introduces exercises and equipment related to improving speed, agility, and quickness. Swimming skills are not required. Recommended: Aquatic Exercise.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Utilize aquatic exercise skills to improve lifetime physical conditioning. • Develop individual workouts for maintaining lifelong health and fitness. • Incorporate speed, agility, and quickness work into future workouts. • Apply the value and benefits of exercising in the aquatics environment.
Course activities and design: **(from CCOG)**	Included below in "Course Content…"
Outcomes assessment strategies:	• Beginning and end of term fitness assessments. • Written personal workout • Class participation
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Safe and effective warm-up, cool down, and flexibility exercises. • Safe and effective use of equipment • Monitor heart rate as a means of controlling and assessing exercise intensity • Ratings of perceived exertion scale • Safe and effective aquatic exercise routines • Strengthening of major and minor muscle groups • Cardiovascular fitness • Resistance properties of water • Practice safe and effective warm-up, cool down, and flexibility exercises • Demonstrate safe and effective use of the equipment

	• Correctly utilize heart rate as a means of controlling and assessing exercise intensity • Utilize the Ratings of Perceived Exertion scale to assess and prescribe exercise intensity • Perform safe and effective aquatic exercise routines • Develop and improve strength in the major and minor muscle groups • Identify the benefits and adaptations of cardiovascular exercise • Apply the resistance properties of water to perform and develop aquatic exercise routines. • Utilize AQx sports equipment/exercises to develop speed, quickness, and agility.
Reason for the new course	With the new repeatability rules, we need two additional levels of Aquatic Exercise to allow those students who struggle physically to exercise on land to achieve their PE credits needed for their transfer degree. In addition, the additional course content allows the student to further improve his/her fitness through exercising in the aquatic environment.

Section #2 Transferabiltiy
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jennifer Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@pcc.edu
Course Prefix and Number:	PE 180 N	# Credits:	1
Course Title: (60 characters max)	Swim Conditioning III	Transcript Title (30 characters max)	Swim Conditioning III
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Uses aspects of swim skills to improve cardiovascular endurance, muscular strength/endurance, and flexibility. Includes water/land exercises, lap swimming and water games. Incorporates all of the competitive strokes for improved conditioning. Introduces open water swimming techniques. Recommended: Swim Conditioning II; Intermediate level swim skills or equivalent.

Addendum to Course Description:	Each student may wish to purchase swim goggles, which are recommended, but not required. Swimsuits are required - must be in good condition and clean, no cut-offs. Swim caps are optional. Hair is not permitted to hang in the face. Towels, lockers, and locks are provided to each student on a check-out basis.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Improve general and swimming fitness levels for maintaining lifelong health and fitness. • Develop and apply proper swimming skills and technique for lifelong enjoyment of swimming. • Incorporate the back crawl, breast stroke, and butterfly into future swim conditioning workouts. • Utilize techniques for efficient swimming in open water. • Apply knowledge and respect for universal water safety and rules around the pool environment.
Course activities and design: **(from CCOG)**	o Assess intensity using target heart rate and rating of perceived exertion. o Perform various training methods including interval, fartlek, long-slow-distance, and continuous. o Demonstrate proper warm-up, cool down, and flexibility exercises for swimming. o Demonstrate proper use of equipment including fins, paddles, pull buoys, kick boards. o Perform skill drills and games including 2-pool swims, finger drag, vertical flutter kicking, press o your buoy, catch-up stroke, swimming golf, water polo, relay races, diving, and timed swims. o Interact and share swimming knowledge in a group setting.

Outcomes assessment strategies:	• Beginning, ongoing, and end of term skill and fitness assessments. • Video tape stroke analysis, and teacher observation • Class participation
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Safety aspects of aquatics • Swimming training methods • Hydrodynamic principles • Skill/fitness development and improvement • Lap swimming etiquette • Opportunities for community/competitive swimming • Creating a positive environment for enjoying swimming training • Benefits of a physically active lifestyle • Workout variations (incorporating the breast stroke, back crawl, butterfly into workouts). • Sighting, alternate side breathing, recovery, and glide for improved open water techniques.
Reason for the new course	With the new repeatability rules, we need two additional levels of Swim Conditioning to allow those students who struggle physically to exercise on land to achieve their PE credits needed for their transfer degree. In addition, the additional course content allows the student to further improve his/her fitness swimming.

Section #2 Transferabiltiy
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural	☐ Yes – Submit the General Education form

Diversity designation being sought at this time?	☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus X hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	No need

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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email

Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@pcc.edu
Course Prefix and Number:	PE 180 J	# Credits:	1
Course Title: (60 characters max)	Aquatic Exercise III	Transcript Title (30 characters max)	Aquatic Exercise III
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Includes aerobic exercise, strength conditioning, and stretching movements set to music in an aquatics environment. Incorporates exercise in both shallow and deep water to in order to take advantage of the natural buoyancy and resistance properties of water. Continues utilization of exercises and equipment related to improving speed, agility, and quickness. Introduces Add-on, Pyramid, and Layer choreography. Swimming skills are not required. Recommended: Aquatic Exercise II.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	• Utilize aquatic exercise skills to improve lifetime physical conditioning. • Develop individual workouts for maintaining lifelong health and fitness. • Incorporate speed, agility, and quickness work into future workouts. • Incorporate choreography variations into future workouts. • Apply the value and benefits of exercising in the aquatics environment.
Course activities and design: **(from CCOG)**	Included below in "Course Content…"
Outcomes assessment strategies:	• Beginning and end of term fitness assessments. • Written personal workout • Class participation
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Safe and effective warm-up, cool down, and flexibility exercises. • Safe and effective use of equipment • Monitor heart rate as a means of controlling and assessing exercise intensity • Ratings of perceived exertion scale • Safe and effective aquatic exercise routines • Strengthening of major and minor muscle groups • Cardiovascular fitness

	• Resistance properties of water • Practice safe and effective warm-up, cool down, and flexibility exercises • Demonstrate safe and effective use of the equipment • Correctly utilize heart rate as a means of controlling and assessing exercise intensity • Utilize the Ratings of Perceived Exertion scale to assess and prescribe exercise intensity • Perform safe and effective aquatic exercise routines • Develop and improve strength in the major and minor muscle groups • Identify the benefits and adaptations of cardiovascular exercise • Apply the resistance properties of water to perform and develop aquatic exercise routines. • Utilize AQx sports equipment/exercises to develop speed, quickness, and agility. • Practice a variety of choreography techniques including Pyramid, Add-on, and Layer.
Reason for the new course	With the new repeatability rules, we need two additional levels of Aquatic Exercise to allow those students who struggle physically to exercise on land to achieve their PE credits needed for their transfer degree. In addition, the additional course content allows the student to further improve his/her fitness through exercising in the aquatic environment.

Section #2 Transferabiltiy	
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form ☒ No

this time?	

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	

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.	
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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email

Jen Piper	Jennifer.piper1@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 – 4th 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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@pcc.edu
Course Prefix and Number:	PE 180 M	# Credits:	1
Course Title: (60 characters max)	Swim Conditioning II	Transcript Title (30 characters max)	Swim Conditioning II
Can this course be repeated? **PCC default is 0 repeats**	☐ Yes ☒ No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		

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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

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)	Uses aspects of swim skills to improve cardiovascular endurance, muscular strength/endurance, and flexibility. Includes water/land exercises, lap swimming and water games. Incorporates all of the competitive strokes for improved conditioning. Recommended: Swim Conditioning; Intermediate level swim skills or equivalent.

Addendum to Course Description:	Each student may wish to purchase swim goggles, which are recommended, but not required. Swimsuits are required - must be in good condition and clean, no cut-offs. Swim caps are optional. Hair is not permitted to hang in the face. Towels, lockers, and locks are provided to each student on a check-out basis.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	• Improve general and swimming fitness levels for maintaining lifelong health and fitness. • Develop and apply proper swimming skills and technique for lifelong enjoyment of swimming. • Incorporate the back crawl, breast stroke, and butterfly into future swim conditioning workouts. • Apply knowledge and respect for universal water safety and rules around the pool environment.
Course activities and design: **(from CCOG)**	o Assess intensity using target heart rate and rating of perceived exertion. o Perform various training methods including interval, fartlek, long-slow-distance, and continuous. o Demonstrate proper warm-up, cool down, and flexibility exercises for swimming. o Demonstrate proper use of equipment including fins, paddles, pull buoys, kick boards. o Perform skill drills and games including 2-pool swims, finger drag, vertical flutter kicking, press o your buoy, catch-up stroke, swimming golf, water polo, relay races, diving, and timed swims. o Interact and share swimming knowledge in a group setting.

Outcomes assessment strategies:	- Beginning, ongoing, and end of term skill and fitness assessments. - Video tape stroke analysis, and teacher observation - Class participation
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	- Safety aspects of aquatics - Swimming training methods - Hydrodynamic principles - Skill/fitness development and improvement - Lap swimming etiquette - Opportunities for community/competitive swimming - Creating a positive environment for enjoying swimming training - Benefits of a physically active lifestyle - Workout variations (incorporating the breast stroke, back crawl, butterfly into workouts).
Reason for the new course	With the new repeatability rules, we need two additional levels of Swim Conditioning to allow those students who struggle physically to exercise on land to achieve their PE credits needed for their transfer degree. In addition, the additional course content allows the student to further improve his/her fitness swimming.

Section #2 Transferabiltiy	
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	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus X hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	No need

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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jen Piper	Jennifer.piper1@pcc.edu

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Hospitality, Tourism, recreation Management	Submitter name, phone, and email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Course prefix and number	HTM 280A	Course title	CE: HTRM Experience

Contact and Credit Hours
- 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
- 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
- 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	
Lab	9-27	Lab	3-27
Total contact hours/term	90-270	Total contact hours/term	30-270
Total credits	3-9	Total credits	1-9

Reason for change:	To allow students to gain experience in limited part-time positions.

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

Yes ☒ No	If yes, please explain	

Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval ☐ Specific term	

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Culinary Arts	Submitter name Phone Email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Current prefix and number	CA 292	Proposed prefix and number	No Change
Current course title	Garde Manger & Presentations	Proposed title (60 characters max)	No change
# Credits	7	Proposed transcript title **(30 characters max)**	Garde Manger & Presentations
Reason for title change	No 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
This course allows the student to explore and gain proficiency in Garde Manger. These are techniques traditionally used in the "Cold Kitchen". It also encompasses preservation techniques such as salt curing, smoking, sausage making and decorated	This course allows the student to explore and gain proficiency in Garde Manger. These are techniques traditionally used in the "Cold Kitchen". It also encompasses preservation techniques such as salt curing, smoking, sausage making and decorated buffet presentation pieces. The class will run as part of a

buffet presentation pieces. The class will run as part of a small catering business. Students will demonstrate skills in Garde Manger and Buffet presentations while maintaining quality standards. Corequisite: CA 265.	small catering business. Students will demonstrate skills in Garde Manger and Buffet presentations while maintaining quality standards. Prerequisite: CA 265.
Reason for change	Prerequisite 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),   One 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
• Employ proficiency in Garde Manger techniques in a working kitchen. • Use a working knowledge of products commonly used in the cold kitchen. • Use techniques for curing and smoking foods. • Produce sausages, terrines and pâtés. • Layout and present a buffet. • Produce salads and sandwiches in quantity. • Adhere to solid quality and sanitation standards.	
Reason for change	No 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: CA 265	☐ 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: CA 265	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tom Atchison	Atchison@tillamookbay.cc	April 2012
SAC Administrative Liaison (type name)	Email	Date
Lori Gates	gates@tillamookbay.cc	October 2012
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 – 4th floor.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Culinary Arts	Submitter name, phone, and email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Course prefix and number	CA 292	Course title	Garde Manger and Presentations

Contact and Credit Hours
- 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
- 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
- 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	33	Lecture	10
Lecture/Lab	0	Lecture/Lab	100
Lab	0	Lab	30
Total contact hours/term	33	Total contact hours/term	140
Total credits	3	Total credits	7

Reason for change:	To increase lecture-lab and lab time to provide more practice in the kitchen as recommended by Advisory Committee. Additional credits and contact hours necessary to adequately address existing course outcomes.

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval ☐ Specific term	

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

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Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Culinary Arts	Submitter name phone and email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Prefix and Course Number:	CA 295	Credits:	7
Course Title: (60 characters max)	Food Operations Supervision	Transcript Title (30 characters max)	Food Operations Supervision
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 10 Lec/lab: 100 Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☐	☐

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

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: *course* and/or *student.* Include course recommendations in the description. (the field expands as needed)

Explore and gain proficiency in supervision and operation of a small food service business. These are techniques useful in the running of a small food service business. It also encompasses managing groups of kitchen workers and developing a positive personal supervision style. The class will run as part of a small catering & deli business. Students will demonstrate skills in supervision and managing this small business while maintaining quality standards. Prerequisites: 27 credits in CA including CA 292, MTH 30.

Addendum to course description:

<table>
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Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: CA 292	☒ Prerequisite	☐ Corequisite		☐ pre/co
course prefix & number: MTH 30	☒ Prerequisite	☐ Corequisite		☐ pre/co

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: **(Use observable and measurable verbs)**	**Develop a basic profit & loss statement.** **Utilize a profit & loss statement to identify areas of focus for operations.** **Operate the day to day requirements of a small business.**
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	**Practical testing** **Written tests** **Group/peer assessments of operational performance of business** **Financial stability/ success of business to help determine group baseline assessments.**
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	**A practical implementation of already learned management courses.** **The student will be involved in the day to day operational management of the Kiosk at TBCC or the Deli at The Wilson School.** **The student will be supervising lower level classmates in the function of Kiosk Manager, Sous Chef, Deli Manager or Financial Controller on a rotating basis with other classmates in the same course.** **Weekly meetings in a classroom setting will summarize and review the proceedings that have taken place over the week, summarize the financial performance and set goals and rotation schedules for the coming week.**

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This course will act as a culminating advanced course that will allow the student to display their abilities of supervision and the running of a small food service business.	
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):	Culinary Arts	# credit: 90

Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the <u>Related Instruction in CTE Courses</u> form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Wilson School Deli, along with the rest of the CA courses, with practical experiential pieces at both the coffee kiosk on TBCC campus and at the Wilson School Deli
Transferability: Will this course transfer to another academic institution? Identify	Most any Oregon Community College that has a Culinary Arts Program
Impact on other Programs and Departments	
Are there other 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:	☒ Next available term after approval
	☐ Specific term AFTER next available:

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

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Tom Atchison	Atchison@tillamookbay.cc	April 2012
SAC Administrative Liaison (type name)	Email	Date
Lori Gates	gates@tillamookbay.cc	October 2012
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 – 4th 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	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Culinary Arts	Submitter name Phone Email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Current prefix and number	CA 265	Proposed prefix and number	No Change
Current course title	Culinary Practicum II	Proposed title (60 characters max)	No Change
# Credits	7	Proposed transcript title (30 characters max)	Culinary Practicum II
Reason for title change	**No 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
This course allows the student to continue to explore and gain proficiency in practical food production. The student will also gain advanced food handling skills. The class will run a small catering business. Students will demonstrate skills in food production	Students continue to explore and gain proficiency in practical food production. Emphasizes advanced food handling skills, food production, and product knowledge while maintaining quality standards. Explore the Hospitality Industry and career opportunities available. Prerequisite: CA 165.

and product knowledge while maintaining quality standards. Prerequisite: CA 165.	
Reason for change	Reflect incorporation of content from HTM 100.

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),   One 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
• Demonstrate mastery of food production procedures and techniques in a working kitchen. • Identify products commonly used in food service and demonstrate a good knowledge of the usage of those products. • Maintain food quality by using proficiency in food receiving, storage and purchasing criteria. • Produce food in quantity without supervision. • Demonstrate a mastery of developing workable menus and recipes. • Supervise workers in food production, applications of sanitation requirements and purchasing/food receiving. • Maintain standard food production procedures • Maintain product quality – know your product • Receive and store food products to maintain quality • Maintain Quality in food production • Maintain a quality system • Develop supervision skills	• Identify products commonly used in food service and demonstrate a good knowledge of the usage of those products. • Maintain food quality by demonstrating proficiency in standard procedures & techniques of food receiving, storage, production, and usage of purchasing criteria. • Produce food in quantity without supervision. • Demonstrate a mastery of developing workable menus and recipes. • Develop supervision skills by supervising other students in food production, applications of sanitation requirements and purchasing/food receiving. • Describe a broader perspective of the Hospitality Industry including: lodging, tourism and their operations. • Summarize forces affecting growth and change in the Hospitality Industry, including competitive forces, destinations as tourism generators and other issues facing this sector. • Describe the role of service as a driving factor in the Hospitality Industry.
Reason for change	To incorporate outcomes from HTM 100.

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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Tom Atchison	Atchison@tillamookbay.cc	April 2012
SAC Administrative Liaison (type name)	Email	Date

Lori Gates	gates@tillamookbay.cc	October 2012
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 – 4th 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 (include requisites)
☐ outcomes
☒ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Culinary Arts	Submitter name Phone Email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Current prefix and number	CA 270	Proposed prefix and number	N/A
Current course title	Food Purchasing	Proposed title (60 characters max)	N/A
# Credits	N/A	Proposed transcript title **(30 characters max)**	N/A
Reason for title change	No 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
This course introduces the student to the standards for purchasing product in the hospitality industry. The course will introduce the importance of the use of purchasing criteria and the implementation of a purchasing system. It will also	This course introduces the student to the standards for purchasing product in the hospitality industry. The course will introduce the importance of the use of purchasing criteria and the implementation of a purchasing system. It will also introduce basic concepts of procurement and product selection, and its

introduce basic concepts of procurement and product selection, and its relationship to the success and profitability of the hospitality business. Prerequisites: CA 165, CA 220. Prerequisite/Concurrent: CA 265.	relationship to the success and profitability of the hospitality business. Prerequisites: CA 165, CA 220, MTH 30. Prerequisite/Concurrent: CA 265.
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), One 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
• Manage purchasing, procurement, and product selection criteria in the process of purchasing. • Outline the objectives in the purchasing function for a working kitchen. • Assist in maintaining an operation's competitive position by using purchasing criteria and standards. • Maintain a list of the types of goods and services that might be purchased by a foodservice organization and maintain them in stock in sufficient quantities.	
Reason for change	No 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: CA 265	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: CA 165, CA 220	☒ 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: CA 265	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: CA 165, CA 220, MTH 30	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tom Atchison	Atchison@tillamookbay.cc	December 2011
SAC Administrative Liaison (type name)	Email	Date
Lori Gates	gates@tillamookbay.cc	October 2012
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 – 4th 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 (include requisites)
☐ outcomes
☒ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Culinary Arts	Submitter name Phone Email	Alan Joynson 503-842-7507 ajoynson@nwresd.k12.or.us
Current prefix and number	CA 220	Proposed prefix and number	N/A
Current course title	Food & Beverage Cost Control	Proposed title (60 characters max)	N/A
# Credits	N/A	Proposed transcript title **(30 characters max)**	N/A
Reason for title change	No change proposed.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
CA 220 Food & Beverage Cost Control, 4 Cr. - This course will introduce the concepts behind and have practical assignments in food costing. Food yield computations for purchasing, scaling of recipes, calculation of profit & loss statements and profitability	

percentages will also be practiced. Prerequisite/Concurrent: HTM 107.	
Reason for change	No change proposed.

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),   One 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
- Cost out recipes accurately. - Purchase foods and supplies for a working kitchen, ensuring accurate yields. - Scale recipes to ensure accurate production sizes for volume cookery. - Write standardized recipes for controlling food cost. - Manage selling prices and product mix as well as their impact on the profitability of an operation. - Control labor costs in a hospitality enterprise. - Read and work with a profit and loss statement.	

Reason for change	No change proposed.

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: HTM 107	☐ 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: HTM 107	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: MTH 30	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

☐ Yes ☒ No	

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

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

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission

SAC Chair (type name)	Email	Date
Tom Atchison	Atchison@tillamookbay.cc	December 2011
SAC Administrative Liaison (type name)	Email	Date
Lori Gates	gates@tillamookbay.cc	October 2012

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 – 4th 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
X description (include requisites)
X outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Philosophy	Submitter name Phone Email	Matthew S. Stockton X4471 mstockto@pcc.edu
Current prefix and number	PHL 207	Proposed prefix and number	
Current course title	Ethical Issues in Aging	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
This course will investigate central ethical issues pertaining to the care of elderly patients. Students will become more familiar with various ethical principles and frameworks and then apply these to various ethical issues and dilemmas that arise in	Investigates central ethical issues pertaining to aging and older adults in a variety of contexts. Students will become more familiar with various ethical principles and critical frameworks and apply these to ethical issues and dilemmas that arise in working with older people in a variety of settings. Through an

caring for the elderly. Students will learn how to identify ethical issues in caring for the elderly and become more proficient in ethical decision making in order to render well-reasoned ethical decisions regarding care for the elderly. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	interdisciplinary approach, students will investigate ethical issues in gerontology and become more proficient in ethical decision making in order to engage in well-reasoned ethical discussions regarding matters related to aging. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	The Gerontology department requested more clarity and consistency with the course description to better reflect the perspective of their department.

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),   One 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
Students completing this course should be able to: - Identify and explain the moral issues that often arise in caring for the elderly (i.e., paternalism, confidentiality, informed consent, conscientious refusal, and whistle?blowing) in order to define one's responsibility within the elder care community. - Analyze situations involving moral issues that arise in the relationship between nurses and clients, other health care professionals, the institutions in which they work, as well as public policy, in order to critically assess one's own conceptions of moral action in caring for the elderly. - Apply the concerns raised by major ethical theories to the elder care context in order to analyze and resolve moral dilemmas when caring for the elderly. - Recognize and reflect on the impact of legal, cultural and religious considerations on the resolution of practical and moral problems when caring for the elderly in order to respectfully communicate with others whose opinions might differ from one's own.	Students completing this course should be able to: - Explain how society's views of aging impact ethical decisions made and policies created in a variety of settings in order to analyze and resolve moral dilemmas associated with work with and for older adults. - Compare a variety of ethical issues related to aging from both a traditional ethics perspective and a critical ethics perspective in order to understand and successfully collaborate with professionals and other diverse stakeholders. - Investigate *traditional* meanings of autonomy in comparison to *relational* autonomy in order to facilitate better understanding and more ethical treatment of older adults in a variety of situations. - Identify and explain the moral issues that arise in healthcare and social service settings in which older adults are involved in order to effectively contribute to programs, policies and social change strategies that impact the lives of older adults. - Explore and analyze ways in which cultural, geographic, and socioeconomic factors affect the ways people age and perceive the aging process in order to effectively work with and for elders and other stakeholders in a variety of family, community, and professional settings.

Reason for change	The Gerontology department requested more clarity and consistency with the course outcomes to better reflect the perspective of their department.

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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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.

X Yes ☐ No	Yes, the course changes were initiated by the Gerontology department and received constructively by the Philosophy department.
Implementation term	X Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Matthew S. Stockton	mstockto@pcc.edu	12.19.2012
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	12.19.2012
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 – 4th floor.		

Portland Community College

<table>
<tr><td colspan="2">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

<table>
<tr><td colspan="4">Section #1 General Information</td></tr>
<tr><td>Department:</td><td>Philosophy</td><td>Submitter name
Phone
Email</td><td>Matthew Stockton
503.516.4328
mstockto@pcc.edu</td></tr>
<tr><td>Course Prefix and Number:</td><td>PHL 212</td><td># Credits:</td><td>4</td></tr>
<tr><td>Course Title:
(60 characters max)</td><td>Introduction to Philosophy of Mind</td><td>Transcript Title (30 characters max)</td><td>Intro to Philosophy of Mind</td></tr>
<tr><td>Can this course be repeated?</td><td>New LDC courses may not be repeated for credit effective 2013-14 school year.</td><td>Contact hours:
PER QUARTER</td><td>Lecture: 40
Lec/lab:
Lab:</td></tr>
<tr><td>If the course is repeatable then provide a compelling argument.</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Is this course equivalent to another? If yes, they must have the same description and outcomes.</td><td>☐ Yes
X No</td><td>Course Number and Title</td></tr>
</table>

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

| Course Description:
(field will expand as needed) | Introduces students to historical and contemporary thought in the philosophy of mind, considering traditional philosophical questions about the nature of the human person in the light of recent research in the cognitive sciences. Includes reading pertinent philosophical and related texts, and may involve museum and research facility field trips, the informal replication of experiments demonstrating interesting aspects of conscious experience, and the utilization of pertinent online, film, and other contemporary media accounts. Features provocative texts from the literature of philosophy of mind, such as |

	discussions of brains in vats, zombies, the plight of color-blind neuroscientists, and what it's like to be a bat.
Addendum to Course Description:	

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

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	
None – please explain					

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.

Learning Outcomes: (Use observable and measurable verbs)	**Read and critically assess important writings in the philosophy of mind and related disciplines, in order to understand the variety of historical and contemporary interpretations of the nature of mind.**
	Recognize and reflect on major issues pertaining to the relationship of thinking and the brain, in order to better participate in contemporary discussions of the nature of the human person in popular and academic literature.
	Become familiar with and utilize concepts and language for discussing the nature of mind in the light of contemporary neuroscience, in order to better communicate an understanding of human activity in the context of current culture.
	Reflect on the relationship of philosophy of mind to views in ethics, aesthetics and religion, in order to reflect on the importance of understanding the mind as well as other fundamental life concerns.
Course activities and design: (from CCOG)	Reading, writing and discussion based on key texts in philosophy of mind Instructor lectures Viewing and discussion of pertinent film and video materials Individual and team student projects Consideration of behavioral and thought experiments of the kind used in philosophy of mind Possible field trips to lectures, films, museums, other events or institutions

	Formal written papers
Outcomes assessment strategies:	For all outcomes listed in "Learning Outcomes" above, assessment will include, as appropriate: --Evaluation of attendance and participation in class activities --Evaluation of written discussion materials --Written testing on key ideas --Evaluation of individual and team student class projects --Evaluation of formal written papers
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes: the nature of the person, the relationship of body to mind Concepts: person, mind, body, consciousness, sentience, thought Issues: whether the mind and body are two separate things or are rather the one reducible to the other, whether neuro-biology—especially brain science—can explain mental phenomena Skills: recognizing and understanding key texts, ideas and authors in the philosophy of mind, thinking critically about key issues in the philosophy of mind
Reason for the new course	Questions about the nature of the person and the relationship of body and mind (or soul) are among the most important in philosophy from ancient to modern times, and have received increased attention with the increasing prominence of neuro-biology in science. While these questions have been treated as part of other philosophy courses at PCC, no full class has been devoted to them in the manner which has become customary in undergraduate college philosophy programs.

Section #2 Transferabiltiy
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	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)
Provide evidence of transferability:	☐ Completed Transferability Status form

(minimum one, more preferred) Required for Gen Ed only	☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	There are psychology classes that address the mind. However, they do not explicitly pertain to the philosophical origins and conceptualizations that have shaped, and continue to shape, our understanding of the mind.	

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.	Yes. I have discussed the proposal with the psychology SAC chair, Cynthia Golledge, and she has run it by the SAC with no objections.

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.	This course will be primarily offered intermittently with a 25 student cap. This is consistent with the other philosophical specialty courses such as environmental ethics and political philosophy. Philosophy is a transcendent discipline that overlaps with every other discipline to a degree. Our discipline primarily differs in that our emphasis is on the underlying questions that exist within the foundation of all other disciplines. Further, I do not perceive it as posing a threat to enrollment in other disciplines or engaging in substantial overlap with other courses any more than our existing courses already overlap.
Implementation term:	X 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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Matthew S. Stockton	mstockto@pcc.edu
SAC Administrative Liaison (type name)	Email
Loretta Goldy	lgoldy@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 – 4th floor.	

Portland Community College

Course Revision

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

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

Section #1 General Information			
Department	Chemistry	Submitter name Phone Email	Ted Picciotto, Danijela Vukic X8290 ted.picciotto@pcc.edu, danijela.vukic15@pcc.edu
Current prefix and number	CH 100	Proposed prefix and number	
Current course title	Fundamentals for Chemistry	Proposed title (60 characters max)	Everyday Chemistry with Lab
Reason for title change	To define this as a Chemistry for non-majors course. To clearly separate CH 100 and the Approved 151.	Proposed transcript title (30 characters max)	Everyday Chemistry with Lab
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 basic chemical principles and computational problems. Provides a foundation for future chemistry courses for or students who have no chemical background and those with minimal problem solving skills. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Recommended: Students who have completed or are		Introduces the material necessary to acquire an understanding of chemistry related topics pertaining to everyday life. Includes topics such as renewable energy, clean air and water and global climate change using a relatively non-mathematical approach. Includes atomic/molecular structure, the periodic table, chemical bonding, intermolecular forces, chemical reactions, acids/bases and the social and environmental role of chemistry. Recommended for non-science majors to fulfill the Gen Ed science with lab requirement.	

concurrently enrolled in MTH 95 should consider enrolling in CH 104. Audit available.	Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	The current CH 100 course serves two populations of students. Those who take the class for a Gen Ed. and those preparing to take the majors level general chemistry series CH 221-3. The Chemistry SAC would like to split these two populations into two different courses to better serve both populations of students. In addition to this revision of CH 100, a CH 151 Preparatory Chemistry has been approved to serve the students in the later population. To define this as a chemistry for non-majors 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
After completion of this course, students will • Solve problems in a logical manner with the scientific method. This process will include gathering data, analyzing data, formulating conclusions, sharing conclusion verbally and in writing. • Work effectively as a member of diverse groups to compare and contrast scientific ideas, models, or experimental results. • Compare and contrast historical models that lead to the development of the current chemical knowledge and competing theories. • Critically evaluate sources of information to logically decide the bias of the information concerning the effect of chemicals on the environment. • Develops chemical concepts and math skills essential for successful completion of future science courses.	After completion of this course, students will • Observe the natural world with an understanding of the particulate nature of matter. • Distinguish between opinion, philosophy, and empirical evidence for phenomena using knowledge of the process of scientific inquiry. • Apply critical thinking skills to make evidence-based decisions on issues that affect the environment and the community. • Communicate basic chemistry concepts effectively orally and in writing.
Reason for change	Reorganization of CH 100 into a non-majors chemistry 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

☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: MTH 65 (instead of MTH 20)	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	The change to CH 100 will affect the Solar Voltaic Manufacturing Technology AAS Degree and Solar Voltaic Manufacturing Technology: Career Pathway Certificate. CH 100 is part of the course work in this degree and certificate. CH 100 or higher is a pre-req for MT 223. The MT Dept. chair was contacted and supports this change. CH 100 is a pre-req for CH 102. The Chemistry SAC supports this change. CH 100 is a pre-req for the Veterinary Technology AAS Degree. CH 100 is a pre-req for VT 105, 110, 111, 112 and 113 CH 100 is a pre-req for BI 112 CH 100 or higher is a pre-reg for BIT 201 and 205
Implementation term	☐ Next available term after approval ☒ Specify term Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Ted Picciotto and Danijela Vukic	ted.picciotto@pcc.edu danijela.vukic15@pcc.edu	
SAC Administrative Liaison	Email	Date
Dietrich Steinmetz	dsteinme@pcc.edu	

Portland Community College

Course Revision

<table>
<tr><td colspan="2">What do you want to change?
Check all that apply- double click on the box to open the task window</td></tr>
<tr><td>☐ course number</td></tr>
<tr><td>☐ title</td></tr>
<tr><td>☐ description</td></tr>
<tr><td>x prerequisites and co-requisites</td></tr>
<tr><td>☐ outcomes</td></tr>
<tr><td>Grade option change</td></tr>
</table>

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	EET	Submitter name Phone Email	Sanda Williams 971-722-4527 sanda.williams@pcc.edu
Current prefix and number	EET 179	Proposed prefix and number	EET 179
Current course title	Fuel Cell Systems	Proposed title (60 characters max)	Fuel Cell Systems
Reason for title change	No Change	Proposed transcript title (30 characters max)	Fuel Cell Systems

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 fuel cell technologies used for distributed power generation. Covers technical aspects of fuel cell processing, fuel cell stacks, power electronics, balance of plant (BOP), tools for performance evaluation and troubleshooting, fuel cell codes and permitting, safety procedures, career outlook, and renewable versus alternative energy technologies. Includes laboratory projects as	Introduces fuel cell technologies used for distributed power generation. Covers technical aspects of fuel cell processing, fuel cell stacks, power electronics, balance of plant (BOP), tools for performance evaluation and troubleshooting, fuel cell codes and permitting, safety procedures, career outlook, and renewable versus alternative energy technologies. Includes laboratory projects as applications of theoretical concepts. Prerequisite/Concurrent: MTH111 or CMET 123

applications of theoretical concepts.	
Reason for change	No Change

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

Current learning outcomes	New learning outcomes
- Operate and service fuel cell systems - Assist engineers with the design of fuel cell systems - Integrate electrical, chemical, and mechanical aspects of fuel cell systems	

Reason for change	No 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			
WR 121	X Prerequisite	☐ Corequisite	☐ pre/con
EET 113	☐ Prerequisite	☐ Corequisite	X pre/con

Proposed prerequisites, corequisites and concurrent			
MTH 111 or CMET 123	☐ Prerequisite	☐ Corequisite	X pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Mike Farrell	Mike.farrell@pcc.edu	12/12/2012
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	12/12/12

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 curriculum@pcc.edu

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

☐ course number

☐ title

☒ description (include requisites)

☐ outcomes

☒ prerequisites and co-requisites

Grade option change

Section #1 General Information			
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Current prefix and number	FT 103	Proposed prefix and number	
Current course title	Nutrition for Fitness Instructors	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores basic principles of nutrition with an emphasis on application to fitness, weight management and athletic performance. Prerequisites: HPE 295, WR 121, and MTH 65.	Explores basic principles of nutrition with an emphasis on application to fitness, weight management and athletic performance. Prerequisites: WR 121; MTH 65; HE 295 and PE 295 (or HPE 295).

Reason for change	HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.

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),   One 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
A. Apply nutrition concepts, assessments & dietary planning practices to athletic performance. B. Use knowledge of energy metabolism and nutrient relationship to athletic performance to effectively educate, communicate and empower athletes to make nutritional behavior changes. C. Perform nutritional consultations to enhance athletic performance while also focusing on weight management and disordered eating. D. Analyze a variety of nutritional ergogenic aids and sports supplements for clients.	
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 121; MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HPE 295	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: WR 121; MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HE 295 and PE 295 (or HPE 295)	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	1-9-13
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	1-9-13
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Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Current prefix and number	FT 104	Proposed prefix and number	
Current course title	Fitness Assessment/Program I	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change	HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
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.	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: FT 131; HE 295 and PE 295 (or HPE 295).

Reason for change	HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.

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),   One 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
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	

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: FT 131	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HPE 295	☒ 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: FT 131	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HE 295 and PE 295 (or HPE 295)	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to	

communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	1-9-13
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	1-9-13
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communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	1-9-13
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	1-9-13
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Portland Community College

Course Revision

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Fitness Technology	Submitter name Phone Email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Current prefix and number	FT 202	Proposed prefix and number	
Current course title	Fitness and Aging	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: HPE 295 and FT 131, or instructor approval. Audit available.	Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: FT 131, HE 295 and PE 295 (or HPE 295); or instructor approval. Audit available.

Reason for change	HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.

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),   One 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
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. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults.	
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: FT 131	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HPE 295	☒ 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: FT 131	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HE 295 and PE 295 (or HPE 295)	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	1-9-13
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	1-9-13
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 – 4th 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 (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Andrea Lowgren andrea.lowgren@pcc.edu 7259
Current prefix and number	**HST 201**	Proposed prefix and number	
Current course title	**History of the United States - I**	Proposed title (60 characters max)	History of the United States to 1840
# Credits	**4.00**	Proposed transcript title **(30 characters max)**	History of the US to 1840
Reason for title change	Remove roman numerals so that students won't think they have to take the courses in sequence.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Reason for change	To clarify and help enrollment numbers in courses covering more recent history.

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),   One 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
Articulate an understanding of key events in the history of early and colonial United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. • Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. • Identify culturally┼ grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect the past with the present to enhance citizenship skills.	
Reason for change	No change

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

Please provide details, who was contacted and the resolution.

☐ Yes x☐ No	
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

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

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Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Andrea Lowgren andrea.lowgren@pcc.edu 7259
Current prefix and number	**HST 202**	Proposed prefix and number	
Current course title	**History of the United States - II**	Proposed title (60 characters max)	History of the United States 1840-1914
# Credits	**4.00**	Proposed transcript title **(30 characters max)**	History of the US 1840-1914
Reason for title change	Remove roman numerals so that students won't think they have to take the courses in sequence.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Reason for change	To clarify and help enrollment numbers in courses covering more recent history.

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),   One 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
Articulate an understanding of key events in the nineteenth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. • Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. • Identify culturally╪ grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect the past with the present to enhance citizenship skills.	
Reason for change	No change

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

Please provide details, who was contacted and the resolution.

☐ Yes x☐ No	
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

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Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date

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Portland Community College

Course Revision

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

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

Section #1 General Information			
Department	History	Submitter name Phone Email	Andrea Lowgren andrea.lowgren@pcc.edu 7259
Current prefix and number	**HST 203**	Proposed prefix and number	
Current course title	**History of the United States - III**	Proposed title (60 characters max)	History of the United States 1914 to present
# Credits	**4.00**	Proposed transcript title **(30 characters max)**	History of the US 1914 to present
Reason for title change	Remove roman numerals so that students won't think they have to take the courses in sequence.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.
Reason for change	To clarify and help enrollment numbers in courses covering more recent history.

<table>
<tr><td colspan="2">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),   One to six outcomes are recommended   See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.</td></tr>
<tr><td>Current learning outcomes
(required information for all course revisions)</td><td>New learning outcomes</td></tr>
<tr><td>Articulate an understanding of key events in the twentieth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society.
• Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity.
• Identify culturally┼ grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior.
• Communicate effectively using historical analysis.
• Connect the past with the present to enhance citizenship skills.</td><td></td></tr>
<tr><td>Reason for change</td><td>No change</td></tr>
</table>

<table>
<tr><td colspan="2">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?</td></tr>
<tr><td colspan="2">Please provide details, who was contacted and the resolution.</td></tr>
<tr><td>☐   Yes
x☐   No</td><td></td></tr>
<tr><td>Implementation term</td><td>x☐   Next available term after approval
☐   Specify term (if AFTER the next available term)</td></tr>
<tr><td colspan="2">Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum</td></tr>
</table>

<table>
<tr><td colspan="3">Section # 2 Department Review</td></tr>
<tr><td colspan="3">This proposal has been reviewed at the SAC level and approved for submission</td></tr>
<tr><td>SAC Chair   (type name)</td><td>Email</td><td>Date</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>SAC Administrative Liaison (type name)</td><td>Email</td><td>Date</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">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 – 4th floor.</td></tr>
</table>

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
☐ course number	Send completed form electronically to curriculum@pcc.edu
☐ title	
x☐ description (include requisites)	
☐ outcomes	
☐ prerequisites and co-requisites	
Grade option change	

Section #1 General Information			
Department	History	Submitter name Phone Email	Andrea Lowgren x7259 andrea.lowgren@pcc.edu
Current prefix and number	HST 204	Proposed prefix and number	
Current course title	**History of Women in the U.S.: Pre-colonial to 1877**	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
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 region. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	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 region. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Reason for change	To clarify and help enrollment numbers in sections that cover more recent history.

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),   One 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
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. 2. 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 3. Evaluate the contributions that various groups of women have made to the American culture. 4. Communicate effectively using historical analysis 5.Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement	
Reason for change	No change

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

Please provide details, who was contacted and the resolution.

☐ Yes x☐ No	
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
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 – 4th 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
x☐ description (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Andrea Lowgren x7259 andrea.lowgren@pcc.edu
Current prefix and number	HST 205	Proposed prefix and number	
Current course title	**History of Women in the U.S.: 1877 to the present**	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
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 region. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	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. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

Reason for change	To clarify and help enrollment numbers in sections that cover more recent history.

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),   One 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
1. 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. 2. 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 3. Evaluate the contributions that various groups of women have made to the American culture. 4. Communicate effectively using historical analysis 5.Connect the past with the present to enhance understanding of modern gender roles and to promote civic and global engagement.	
Reason for change	No change

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

Please provide details, who was contacted and the resolution.

☐ Yes x☐ No	
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

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

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Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Carmen Thompson x4092 carmen.thompson@pcc.edu
Current prefix and number	HST 274	Proposed prefix and number	
Current course title	African American History-I	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Presents a framework for understanding the Black experience from African origins to the beginning of the Civil War. Includes West African cultures, the Middle Passage, the experiences of free and enslaved African Americans from the colonial through antebellum periods including the abolition movement. Discusses African American agency through churches, political organizations, and social institutions and explore African American culture through literature, art, music, and other cultural	Presents a framework for understanding the Black experience from African origins to the beginning of the Civil War. Includes West African cultures, the Middle Passage, the experiences of free and enslaved African Americans from the colonial through antebellum periods including the abolition movement. Discusses African American agency through churches, political organizations, and social institutions and explore African American culture through literature, art, music, and other cultural forms. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or

forms. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	equivalent placement test scores. Audit available.
Reason for change	To clarify and help enrollment numbers in sections that cover more recent history.

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),   One 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 successful completion of HST 274 the student will be able to: · Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the actions of people of African descent in the course of American history and culture. · Communicate effectively in analytical and fact based discussions about the history of Black Americans. · Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in early America in order to appreciate African-American cultural diversity.	
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:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes x☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
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 – 4th 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
- [x] description (include requisites)
- [ ] outcomes
- [ ] prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Carmen Thompson x4092 carmen.thompson@pcc.edu
Current prefix and number	HST 275	Proposed prefix and number	
Current course title	African American History-II	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines the broad range of experiences of African Americans from the American Civil War to the 1920s. Explore both the relationship of Blacks to the larger society and the inner dynamic of the black community. Devotes particular attention to Reconstruction, the construction of social, political and economic organizations, the migration of African Americans from the rural South to the urban North, and the social, political, economic, artistic and intellectual endeavors that underscored the struggle	Examines the broad range of experiences of African Americans from the American Civil War to the 1920s. Explore both the relationship of Blacks to the larger society and the inner dynamic of the black community. Devotes particular attention to Reconstruction, the construction of social, political and economic organizations, the migration of African Americans from the rural South to the urban North, and the social, political, economic, artistic and intellectual endeavors that underscored the struggle for social justice by the Black American community. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test

for social justice by the Black American community. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available	scores. Audit available.

Reason for change	To clarify and help enrollment numbers in sections that cover more recent history.

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),   One 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 successful completion of HST 275 the student will be able to: · Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the actions of people of African descent in the course of American history and culture. · Communicate effectively by participating in fact-based and analytical discussions about issues in Black American history. · Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 19th and early 20th century America in order to appreciate African-American cultural diversity	

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

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

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

☐ Placement into: .

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

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes x☐ No	
Implementation term	x☐ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

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

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Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	Carmen Thompson x4092 carmen.thompson@pcc.edu
Current prefix and number	HST 276	Proposed prefix and number	
Current course title	African American History-III	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the broad range of experiences of African Americans from the beginning of the New Deal to the 1990s. Explores the relationship of Blacks to the wider society as well as the inner dynamic of the Black communities including identity issues, key individuals and organization in the struggle for social justice, especially the destruction of legal segregation. Devotes attention to the rural South and the urban North as Blacks use a variety of means to empower African American communities through the civil rights revolution. Prerequisites: WR 115, RD 115 and MTH 20	Examines the broad range of experiences of African Americans from the beginning of the New Deal to the 1990s. Explores the relationship of Blacks to the wider society as well as the inner dynamic of the Black communities including identity issues, key individuals and organization in the struggle for social justice, especially the destruction of legal segregation. Devotes attention to the rural South and the urban North as Blacks use a variety of means to empower African American communities through the civil rights revolution. History courses are non-sequential and may be taken in any term and in any order. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

or equivalent placement test scores. Audit available.	
Reason for change	To clarify and help enrollment numbers in sections that cover more recent history.

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), One 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 successful completion of Hst 276 the student will be able to: · Use critical thinking to analyze historical information and connect the past with the present and enhance civic engagement. · Identify culturally-grounded practices, values and beliefs and explain how they influenced people's actions in the past and the extent of their impact today. · Articulate an understanding of the actions of people of African descent in the course of American history and culture from the 1930s to the late 20th century. · Communicate effectively in private and public analytical and fact-based discussions regarding issues in the history of Black Americans. · Recognize the historical contributions of different groups (ethnic, national, gender, religious) that interacted in 20th century America in order to appreciate African-American cultural diversity.	
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:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

☐ Placement into: .

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

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

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

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission

SAC Chair (type name)	Email	Date

SAC Administrative Liaison (type name)	Email	Date

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fire Protection	Submitter name, phone, and email	Ed /Lindsey 971-722-5581 elindsey@pcc.edu
Course prefix and number	FP 161	Course title	Vehicle Extrication

Contact and Credit Hours
- 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
- 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
- 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	5	Lecture	
Lecture/Lab		Lecture/Lab	20
Lab	3	Lab	
Total contact hours/term	8	Total contact hours/term	
Total credits	.5	Total credits	1

Reason for change:	Course revision submitted in Feb 2011 required additional contact hours but the contact/credit hour form was not submitted.

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

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

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

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

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

Yes ☐ No ☒	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
Yes ☐ No ☒	If yes, please describe	
Implementation term	☒ Next available term after approval ☐ Specific term	

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

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

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

Portland Community College

Course Revision

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

Section #1 General Information			
Department	Fire Protection Technology	Submitter name Phone Email	Bill Benjamin Ext. 5494 william.benjamin3@pcc.edu
Current prefix and number	FP 201	Proposed prefix and number	FP 201
Current course title	Emergency Service Rescue	Proposed title (60 characters max)	Introduction to Emergency Service Rescue
# Credits	4.00	Proposed transcript title (30 characters max)	Intro to Emerg Service Rescue
Reason for title change	More accurate title		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Studies a variety of procedures, equipment, and tools utilized by emergency rescue personnel. Become familiar with building search, auto extrication, aircraft crash, high angle, and water rescue. Prerequisite: FP 111.	Introduces level I technical rescuer knowledge and skills as identified in NFPA 1006, including Chapter 5, job performance requirements; Chapter 6, rope rescue; Chapter 7, confined space rescue; Chapter 9 structural collapse; Chapter 10, vehicle and machinery rescue; Chapter 11, surface water rescue; Chapter 12,

	swiftwater rescue; Chapter 13, dive rescue; Chapter 15, surf rescue; and Chapter 16, wilderness rescue. Prerequisite: FP 112 or Fire Fighter II certification.
Reason for change	Update 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), One 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
• Describe the physical fitness demands that may be required during a rescue operation and give an example of a personal physical fitness program that would meet those demands. • Describe the importance of SCBA	1. Work as an NFPA 1006, Level I Technical Rescuer during the following emergency incidents: rope rescue, confined space rescue, structural collapse, vehicle and machinery rescue, surface water rescue, swiftwater rescue, dive rescue, surf rescue, and wilderness rescue. 2. Assist NFPA 1006, Level II Technical Rescuers during the emergency incidents identified in outcome #1 above.
Reason for change	Update to current NFPA 1006, Standard for Technical Rescuer Professional Qualifications and identify the specific qualifications to be covered.

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: FP 111	☒ 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: FP 112 or Fire Fighter II certification	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	12/13/2012
SAC Administrative Liaison (type name)	Email	Date
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 – 4th 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

Section #1 General Information			
Department:	English	Submitter name Phone Email	Elissa Rust
Course Prefix and Number:	WR 249	# Credits:	4
Course Title: (60 characters max)	Adv Creative Wr, Edit & Pub II	Transcript Title (30 characters max)	Adv Creative Wr, Edit & Pub II
Can this course be repeated? **PCC default is 0 repeats**	☐ No x Yes How many times? 1	Contact hours: PER QUARTER	Lecture: 4 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		This course publishes the campus literary magazine, and mentoring new editors is a large part of the course. Many students take this class 3, 4, or more times.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Extends the introduction to editing manuscripts and designing and publishing printed chapbooks and literary magazines. May be repeated once for credit. Prerequisite: WR 246 or instructor permission. Audit available.

Addendum to Course Description:	A brief interview with the instructor may be necessary before enrollment in the course. Students are encouraged to continue study in literature and languages as well as other creative writing courses.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: WR 246			x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Upon completion of the course, students should be able to: 1. Solicit and review literary and artistic submissions, and respond fairly, intelligently, and professionally to a variety of submissions, showing respect for all involved. 2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish literary magazines, using critical thinking and problem solving to address strategic, software, and mechanical problems and possibilities in publishing. 3. Mentor apprentice editors through a complete publication cycle of keyboarding, designing, laying out, and proofreading a printed publication, and communicating effectively with professionals who handle other aspects of publication, such as the printing and binding. 4. Independently edit and publish a small print publication, and in some instances, an online publication, carrying it through each stage of production, cooperating with others in the process, and keeping costs reasonable. 5. Write creatively with greater knowledge, self-awareness, and awareness of how and where to publish their work in the larger community.
Course activities and design: **(from CCOG)**	**Course Activities and Design** Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Students meet for four hours in class during the week as well as for special sessions if workload or deadline necessitate them. In addition to reading and workshopping their own work, students will solicit and review manuscripts and artwork for inclusion in the literary and art magazines (*Alchemy*, *Alembic, Rock Creek Review,* and *Pointed Circle*). Classroom methods vary as necessary to prepare for the publication of the quarterly and annual literary and arts magazines. These methods may include lectures, conferences,

	demonstrations, assigned readings or field trips to learn about printing, graphic arts, photography, typesetting, marketing, layout, and small-press operation. Students may be required to attend and participate in public readings that they will organize for contributing writers in conjunction with marketing the magazine. The instructor should spend approximately an hour of conference with each student outside of class.
Outcomes assessment strategies:	The course grade is determined by appraisal of the student's participation and contribution to the group effort of producing the literary and arts magazine. Evaluation is based upon effectiveness, dependability and timeliness in carrying out responsibilities; contribution of imaginative and workable ideas; application of critical values as developed in this and other classes; successful completion of any other assigned work, such as a personal chapbook and creative writing; willingness to accept a fair share of drudgery; and acceptance of responsibility for editorial choices. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

Course Content: Themes, Concepts, Issues and Skills:
 (from CCOG)
	• Desktop publishing
	 • Desktop publishing software, such as
	    ◦ InDesign
	    ◦ Photoshop
	    ◦ OmniPage Direct
	    ◦ MS Word
	 • Book design and typography
	 • Self-publishing
	 • Online Publishing
	 • Designing and producing a small chapbook
	 • Producing a campus literary magazine
	 • Cooperation, collaboration, mentorship, apprenticeship
	 • Furthering creative writing skills
	 • Publishing and the business of literature
	 • Editing and proofreading skills
	 • Sharpening critical skills

Reason for the new course	The new course is being developed because of changes in the course repetition policy. This is an advanced version of WR 246.

Section #2 Transferabiltiy
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	OSU, UO, PSU
How does it transfer Check all that apply	x required or support for major ☐ general education distribution requirement x general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	NA

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:	x	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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elissa Rust	Elissa.rust@pcc.edu
SAC Administrative Liaison (type name)	Email
David Stout	dstout@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 – 4th 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	Save this document as the course prefix and number
X course number	Send completed form electronically to curriculum@pcc.edu
☐ title	
X description (include requisites)	
X outcomes	
☐ prerequisites and co-requisites	
Grade option change	

Section #1 General Information			
Department	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Current prefix and number	MUS191	Proposed prefix and number	MUS191a
Current course title	Class Guitar I	Proposed title (60 characters max)	
# Credits	2.00	Proposed transcript title **(30 characters max)**	
Reason for title change	To account for new repeatability policies, music is creating three graduated levels of some performance classes. This is the first course in a three-course sequence and can start any term. Multiple terms of this class develop the skills necessary to successfully transfer into OUS schools.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Group instruction in guitar. Covers traditional classical guitar technique. Focuses on note reading and basic music theory as applies to guitar. Topics include single line first position melodies, common arpeggio patterns and music in two or more parts. Includes both solo and ensemble performance. Attention given to history and repertoire of the guitar. No previous experience required. Audit available.	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term.
Reason for change	Description changed to comply with current format guidelines. To account for new repeatability policies, music is creating three graduated levels of performance classes.

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). One 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
• Students will be able to perform single line melodies and simple polyphonic pieces in the first position. • Students will be able to execute musical works using basic classical guitar technique. • Students will be able to recognize the basic components of music theory. Students will begin to be able to identify the stylistic variations between musical genres.	Upon completion of this course, students will be able to: • Use an understanding of elementary musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques. • Use an understanding of elementary level music literacy to notate basic musical ideas for performance on the guitar. • Use an understanding of elementary level guitar skills to identify and solve technical problems involved in performing a basic musical work on the guitar. • Recognize and utilize the elementary components of music theory. • Use an elementary understanding of their primary instrument to continue to improve as a performer of music.
Reason for change	Outcomes have been updated to newer format and edited to create a template that can be easily augmented to a graduated system of three levels. Wording has been improved.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into:

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

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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.

X Yes ☐ No	Allen Jones was contacted from Professional Music to address any possible issues. None were noted.
Implementation term	☐ Next available term after approval X Fall 2013

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery/Jason Palmer	jmery@pcc.edu jason.palmer@pcc.edu	11/12/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	11/12/2012
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 – 4th 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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS191b	# Credits:	2
Course Title: (60 characters max)	Class Guitar I	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	X No ☐ Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X No	Course Number and Title

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term.

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
MUS191a		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Upon completion of this course, students will be able to: • Use an understanding of beginning musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques. • Use an understanding of beginning level music literacy to notate basic musical ideas for performance on the guitar. • Use an understanding of beginning level guitar skills to identify and solve technical problems involved in performing a basic musical work on the guitar. • Recognize and utilize the beginning components of music theory. • Use a beginning understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: **(from CCOG)**	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Perform solo and ensemble musical works using traditional classical guitar technique. • Aurally identify music from each of the main historical eras. • Notate beginning musical ideas for performance on the guitar. • Identify and solve technical problems involved in performing a guitar musical work.

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: • Practical examinations • Group work • Qualitative examinations • In-class participation • Quantitative examinations • Portfolios • Essays • Research papers • Performance review
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Guitar anatomy • Classical technique • Practice routines • Notation methods • Performance practice • Solo performance • Ensemble performance • Basic harmony • Music terminology • Rhythm • Polyphonic works • Complex rhythms • Listening to guitar music • Recital attendance
Reason for the new course	Class Guitar 191 has been altered so that there are now three graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

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	PSU, UO, WOU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	PSU: MUS191, UO: MUS 121, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Contacted Allen Jones from Professional Music to address any impacts. None noted.

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.	(as above)
Implementation term:	☐ Next available term after approval X Fall 2013
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 (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS191c	# Credits:	2
Course Title: (60 characters max)	Class Guitar I	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	X No ☐ Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X No	Course Number and Title

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents"*. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term.

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			

MUS191b	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Upon completion of this course, students will be able to: • Use an understanding of beginning-intermediate musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques. • Use an understanding of beginning-intermediate level music literacy to notate basic musical ideas for performance on the guitar. • Use an understanding of beginning-intermediate level guitar skills to identify and solve technical problems involved in performing a basic musical work on the guitar. • Recognize and utilize the beginning-intermediate components of music theory. • Use a beginning-intermediate understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: **(from CCOG)**	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Perform solo and ensemble musical works using traditional classical guitar technique. • Aurally identify music from each of the main historical eras. • Notate beginning-intermediate musical ideas for performance on the guitar. • Identify and solve technical problems involved in performing a guitar musical work.

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: • Practical examinations • Group work • Qualitative examinations • In-class participation • Quantitative examinations • Portfolios • Essays • Research papers • Performance reviews
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Guitar anatomy • Clasical technique • Practice routines • Notation methods • Performance practice • Solo performance • Ensemble performance • Basic harmony • Music terminology • Rhythm • Polyphonic works • Complex rhythms • Listening to guitar music • Recital attendance
Reason for the new course	Class Guitar 191 has been altered so that there are now three graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

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	PSU, UO, WOU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	PSU: MUS191, UO: MUS 121, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Contacted Allen Jones from Professional Music to address any impacts. None noted.

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.	(as above)
Implementation term:	☐ Next available term after approval X Fall 2013
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 (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu

What do you want to change?

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

 X course number

☐   title

 X   description (include requisites)

 X   outcomes

☐   prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Current prefix and number	MUS192	Proposed prefix and number	MUS192a
Current course title	Class Guitar II	Proposed title (60 characters max)	
# Credits	2.00	Proposed transcript title **(30 characters max)**	
Reason for title change	To account for new repeatability policies, music is creating three graduated levels of performance classes. This is the first course in a three-course sequence and can start any term. Multiple terms of this class develop the skills necessary to successfully transfer into OUS schools.		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	
Group instruction in guitar. Continues material presented in Music 191. Topics include reading notes up to the fifth position, advanced left hand technique, chord structure, flamenco technique and music theory as it applies to the guitar. Includes both solo and ensemble performance. More in depth study of the historical origins of the guitar, the repertoire and its major players. Prerequisite: MUS 191 or knowledge of first position note reading	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term. Prerequisite: MUS 191 or knowledge of first position note reading.

Reason for change	Description changed to comply with current format guidelines. To account for new repeatability policies, music is creating three graduated levels of performance classes.

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). One 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
• Students will be able to perform single line melodies and intermediate polyphonic pieces up to the fifth position. • Students will be able to execute musical works using beginning to intermediate classical and flamenco guitar technique. • Students will be able to find solutions to idiomatic problems. • Students will be able to construct basic harmonies on the fretboard. • Students will be able to interpret intermediate level music notation. • Students will begin to be able to identify the stylistic variations between musical genres through the use of applied music theory.	Upon completion of this course, students will be able to: • Use an understanding of intermediate level musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques, involving ranges up to the fifth position • Use an understanding of intermediate level music literacy to notate intermediate musical ideas for performance on the guitar. • Use an understanding of intermediate level guitar skills to identify and solve technical problems involved in performing an intermediate musical work on the guitar. • Recognize and utilize the intermediate components of music theory, and construct them on the fretboard. • Use an intermediate level understanding of their primary instrument to continue to improve as a performer of music.

Reason for change	Outcomes have been updated to newer format and edited to create a template that can be easily augmented to a graduated system of three levels. Wording has been improved.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into:

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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.	
X Yes ☐ No	Allen Jones was contacted from Professional Music to address any possible issues. None were noted.
Implementation term	☐ Next available term after approval X Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery/Jason Palmer	jmery@pcc.edu jason.palmer@pcc.edu	11/12/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	11/12/2012
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS192b	# Credits:	2
Course Title: (60 characters max)	Class Guitar II	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	X No ☐ Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X No	Course Number and Title

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

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term. Prerequisite: MUS 191 or knowledge of first position note reading.

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
MUS192a		X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	Upon completion of this course, students will be able to: • Use an understanding of intermediate/advanced level musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques, involving ranges up to the fifth position • Use an understanding of intermediate/advanced level music literacy to notate intermediate musical ideas for performance on the guitar. • Use an understanding of intermediate/advanced level guitar skills to identify and solve technical problems involved in performing an intermediate musical work on the guitar. • Recognize and utilize the intermediate/advanced components of music theory, and construct them on the fretboard. • Use an intermediate level understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: **(from CCOG)**	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Perform solo and ensemble musical works using traditional classical guitar technique. • Aurally identify music from each of the main historical eras. • Notate intermediate/advanced musical ideas for performance on the guitar. • Identify and solve technical problems involved in performing a guitar musical work.

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: • Practical examinations • Group work • Qualitative examinations • In-class participation • Quantitative examinations • Portfolios • Essays • Research papers • Performance reviews
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Guitar anatomy • Classical technique • Practice routines • Notation methods • Performance practice • Solo performance • Ensemble performance • Basic harmony • Music terminology • Rhythm • Polyphonic works • Complex rhythms • Listening to guitar music • Recital attendance
Reason for the new course	Class Guitar II, MUS 192 has been altered so that there are now three graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

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	PSU, UO, WOU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS192, UO: MUS 122, WOU: MUEN 122

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Contacted Allen Jones from Professional Music to address any impacts. None noted.

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.	(as above)
Implementation term:	☐ Next available term after approval X Fall 2013

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 (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS192c	# Credits:	2
Course Title: (60 characters max)	Class Guitar II	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	X No ☐ Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X No	Course Number and Title

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term. Prerequisite: MUS 191 or knowledge of first position note reading.

Addendum to Course Description:	none

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:		☐ Placement into:			
MUS192b	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Upon completion of this course, students will be able to: • Use an understanding of advanced level musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques, involving ranges up to the fifth position • Use an understanding of advanced level music literacy to notate intermediate musical ideas for performance on the guitar. • Use an understanding of advanced level guitar skills to identify and solve technical problems involved in performing a intermediate musical work on the guitar. • Recognize and utilize the advanced components of music theory, and construct them on the fretboard. • Use an intermediate level understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: **(from CCOG)**	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Perform solo and ensemble musical works using traditional classical guitar technique. • Aurally identify music from each of the main historical eras. • Notate advanced musical ideas for performance on the guitar. • Identify and solve technical problems involved in performing a guitar musical work.

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: • Practical examinations • Group work • Qualitative examinations • In-class participation • Quantitative examinations • Portfolios • Essays • Research papers • Performance reviews
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Guitar anatomy • Clasical technique • Practice routines • Notation methods • Performance practice • Solo performance • Ensemble performance • Basic harmony • Music terminology • Rhythm • Polyphonic works • Complex rhythms • Listening to guitar music • Recital attendance
Reason for the new course	Class Guitar 192 has been altered so that there are now three graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

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	PSU, UO, WOU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS192, UO: MUS 122, WOU: MUEN 122

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Contacted Allen Jones from Professional Music to address any impacts. None noted.

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.	(as above)
Implementation term:	☐ Next available term after approval X Fall 2013
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 (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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 (include requisites)
☒ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Current prefix and number	MUS220	Proposed prefix and number	MUS220a
Current course title	Chorus	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Directed rehearsal and performance of music for the larger general chorus of mixed voices--soprano, alto, tenor, bass. Chorus is open to all students who desire to sing. No audition is required. Music selected will be keyed to the ability of the group. Purpose is to develop as	Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

high a level of artistic choral singing as is possible within the capability of the group.	
Reason for change	Revision using active verbs.

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),   One 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
This course is primarily a music performance course. The majority of the course will be taught as a directed rehearsal. A. Students will be able to learn choral part both aurally and through printed music notation. B. Students will be able to execute musical directions of chorus director and make appropriate notation in music score. C. Students will be able to accurately follow the conducting pattern of the chorus director. D. Students will know in which vocal range they can most comfortably sing. E. Students will be able to perform publicly as member of chorus.	Use an understanding of elementary musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble. Use an understanding of elementary music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble. Use an understanding of elementary rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal. Use an understanding of stylistic differences in elementary repertory to accurately interpret vocal music in performance. Use an elementary understanding of vocal range and type to continue to improve as a singer.
Reason for change	Some of the current outcomes are in-class activities. Revised to reflect what student will be able to do "out there".

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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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	Course offered at Sylvania and Rock Creek. SAC co-chairs from each campus have worked together on this.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery (co-chair)	jmery@pcc.edu	12/21/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@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 – 4th 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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS220b	# Credits:	1
Course Title: (60 characters max)	Chorus	Transcript Title (30 characters max)	Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: MUS220a	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use an understanding of beginning musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble. Use an understanding of beginning music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble. Use an understanding of beginning rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal. Use an understanding of stylistic differences in beginning repertory to accurately interpret vocal music in performance. Use an understanding of vocal range and type to continue to improve as a singer.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance.
Outcomes assessment strategies:	Attendance and participation Performances Concert report

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Vocal Genres: The classic repertoire Musical theatre Opera Jazz Multicultural and nonwestern works Phonetics for Learning Foreign Language Works Musicianship: Dynamics Diction Phrasing Articulation Music Notation Conducting
Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy	
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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective

	☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS220c	# Credits:	1
Course Title: (60 characters max)	Chorus	Transcript Title (30 characters max)	Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Addendum to Course Description:	

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: MUS220b	☒ Prerequisite	☐ Corequisite		☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite		☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite		☐ pre/co
None – please explain				

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.	
Learning Outcomes: **(Use observable and measurable verbs)**	Use an understanding of beginning-intermediate musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble. Use an understanding of beginning-intermediate music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble. Use an understanding of beginning-intermediate rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal. Use an understanding of stylistic differences in beginning-intermediate repertory to accurately interpret vocal music in performance.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance.
Outcomes assessment strategies:	Attendance and participation Performances Concert report

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Vocal Genres:
	
	   The classic repertoire
	   Musical theatre
	   Opera
	   Jazz
	   Multicultural and nonwestern works
	
	Phonetics for Learning Foreign Language Works
	
	Musicianship:
	
	   Dynamics
	   Diction
	   Phrasing
	   Articulation
	
	Music Notation
	
	Conducting

Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy	
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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution

Required for Gen Ed only	☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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 be reviewed at the SAC level and approved for submission.

SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS220d	# Credits:	1
Course Title: (60 characters max)	Chorus	Transcript Title (30 characters max)	Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:

course prefix & number: MUS220c	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use an understanding of intermediate musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble.
	Use an understanding of intermediate music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble.
	Use an understanding of intermediate rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.
	Use an understanding of stylistic differences in intermediate repertory to accurately interpret vocal music in performance.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation.
	Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.
	Sectional and group rehearsal.
	Public performance.
Outcomes assessment strategies:	Attendance and participation
	Performances
	Concert report

Course Content: Themes, Concepts, Issues and Skills:
 (from CCOG)
	Vocal Genres:
	
	    The classic repertoire
	    Musical theatre
	    Opera
	    Jazz
	    Multicultural and nonwestern works
	
	Phonetics for Learning Foreign Language Works
	
	Musicianship:
	
	    Dynamics
	    Diction
	    Phrasing
	    Articulation
	
	Music Notation
	
	Conducting

Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy	
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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution

Required for Gen Ed only	☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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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:	☒ 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
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SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS220e	# Credits:	1
Course Title: (60 characters max)	Chorus	Transcript Title (30 characters max)	Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

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

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Course Description: (field will expand as needed)	Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

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

☐ Placement into:	☐ Placement into:		
course prefix & number: MUS220d	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance.
Outcomes assessment strategies:	Attendance and participation Performances Concert report

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Vocal Genres:
	
	    The classic repertoire
	    Musical theatre
	    Opera
	    Jazz
	    Multicultural and nonwestern works
	
	Phonetics for Learning Foreign Language Works
	
	Musicianship:
	
	    Dynamics
	    Diction
	    Phrasing
	    Articulation
	
	Music Notation
	
	Conducting

Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy
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How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution

Required for Gen Ed only	☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

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How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)
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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.	Only the others that are part of the expansion.

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Portland Community College

<table>
<tr><td colspan="2" align="center">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS220f	# Credits:	1
Course Title: (60 characters max)	Chorus	Transcript Title (30 characters max)	Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: MUS220e	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use an understanding of advanced musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble. Use an understanding of advanced music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble. Use an understanding of advanced rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal. Use an understanding of stylistic differences in advanced repertory to accurately interpret vocal music in performance.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance.
Outcomes assessment strategies:	Attendance and participation Performances Concert report

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Vocal Genres:
	
	    The classic repertoire
	    Musical theatre
	    Opera
	    Jazz
	    Multicultural and nonwestern works
	
	Phonetics for Learning Foreign Language Works
	
	Musicianship:
	
	    Dynamics
	    Diction
	    Phrasing
	    Articulation
	
	Music Notation
	
	Conducting

Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy
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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution

Required for Gen Ed only	☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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 be reviewed at the SAC level and approved for submission.

SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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	Save this document as the course prefix and number
☒ course number	Send completed form electronically to curriculum@pcc.edu
☐ title	
☒ description (include requisites)	
☒ outcomes	
☐ prerequisites and co-requisites	
Grade option change	

Section #1 General Information

Department	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Current prefix and number	MUS221	Proposed prefix and number	MUS221a
Current course title	Chamber Chorus	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Develop a high level of artistic choral singing through directed rehearsal and performance of music for the smaller choir of mixed voices--soprano, alto, tenor, bass. Audition required.	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required. Addendum: Division of voices may be adapted to suit

	enrollment (SATB, SAB, SSA)
Reason for change	Revision using active verbs.

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),   One 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
This course is primarily a music performance course. The majority of the course will be taught as a directed rehearsal A.Students will be able to learn choral parts aurally and through music reading B.Students will be able to execute musical directions of choir director and make appropriate notation in music score C.Students will be able to accurately follow the conducting pattern of the director D.Students will be able to hold a vocal line in three or four part singing E.Students will be able to sing with musicality appropriate to musical style Students will be able to to perform publicly as a member of choir	Use a basic understanding of musicianship and performance etiquette to perform introductory-level repertory to a public audience as a member of a small vocal ensemble. Use a basic understanding of elementary music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble. Use a basic understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Reason for change	Some of the current outcomes are in-class activities. Revised to reflect what student will be able to do "out there".

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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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	Course offered at Sylvania and Rock Creek. SAC co-chairs from each campus have worked together on this.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery (co-chair)	jmery@pcc.edu	12/21/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@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 – 4th 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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221b	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: MUS221a	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use a developing understanding of musicianship and performance etiquette to perform basic-level repertory to a public audience as a member of a small vocal ensemble. Use a developing understanding of music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble. Use a developing understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course Content:	Vocal Genres:

Themes, Concepts, Issues and Skills: (from CCOG)	*Performance Concepts and Practicum* *Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works* *A cappella and/or accompanied performance* *Secular and Sacred works (cantatas,madrigals, motets etc.)* *Performance practice and etiquette* *Tools* *IPA for specific foreign language works (diction)* *Musicianship & notation* *Dynamics, phrasing, articulation* *Conducting patterns*
Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy	
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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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	
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SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu

SAC Administrative Liaison (type name)	Email
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221c	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

GRADE OPTIONS: Check as many or as few options as you'd like
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	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

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

☐ Placement into:		☐ Placement into:			
course prefix & number: MUS221b			☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
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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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

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Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course	Vocal Genres:

Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	*Performance Concepts and Practicum* *Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works* *A cappella and/or accompanied performance* *Secular and Sacred works (cantatas,madrigals, motets etc.)* *Performance practice and etiquette* *Tools* *IPA for specific foreign language works (diction)* *Musicianship & notation* *Dynamics, phrasing, articulation* *Conducting patterns*
Reason for the new course	Course expansion for repeatability.

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Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

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Name of certificate(s):		# credits:
Name of degree(s):		# credits:

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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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John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221d	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

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

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

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:

course prefix & number: MUS221c	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use a developing understanding of musicianship and performance etiquette to perform intermediate-level repertory to a public audience as a member of a small vocal ensemble.
	Use a developing understanding of music literacy to prepare and rehearse intermediate repertory as a member of a small vocal ensemble.
	Use an understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation.
	Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.
	Sectional and group rehearsal.
	Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course Content:	Vocal Genres:

Themes, Concepts, Issues and Skills: **(from CCOG)**	*Performance Concepts and Practicum* *Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works* *A cappella and/or accompanied performance* *Secular and Sacred works (cantatas,madrigals, motets etc.)* *Performance practice and etiquette* *Tools* *IPA for specific foreign language works (diction)* *Musicianship & notation* *Dynamics, phrasing, articulation* *Conducting patterns*
Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy

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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu

SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221e	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:		
course prefix & number: MUS221d	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use an understanding of musicianship and performance etiquette to perform intermediate/advanced-level repertory to a public audience as a member of a small vocal ensemble. Use an understanding of music literacy to prepare and rehearse intermediate/advanced repertory as a member of a small vocal ensemble.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course Content: Themes, Concepts, Issues and	Vocal Genres: *Performance Concepts and Practicum* *Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and*

Skills: **(from CCOG)**	*non-Western works* *A cappella and/or accompanied performance* *Secular and Sacred works (cantatas,madrigals, motets etc.)* *Performance practice and etiquette* *Tools* *IPA for specific foreign language works (diction)* *Musicianship & notation* *Dynamics, phrasing, articulation* *Conducting patterns*
Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy	
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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@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 – 4th 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

Section #1 General Information				
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu	
Course Prefix and Number:	MUS221f	# Credits:	1	
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus	
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course 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)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "*students*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:		
course prefix & number: MUS221e	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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.

Learning Outcomes: **(Use observable and measurable verbs)**	Use a developed understanding of musicianship and performance etiquette to perform advanced-level repertory to a public audience as a member of a small vocal ensemble. Use a developed understanding of music literacy to prepare and rehearse advanced repertory as a member of a small vocal ensemble. Use an understanding of the stylistic differences in advanced repertory to learn, rehearse and accurately interpret vocal music in performance.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course Content: Themes,	Vocal Genres: *Performance Concepts and Practicum*

Concepts, Issues and Skills: (from CCOG)	*Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works*
	A cappella and/or accompanied performance
	Secular and Sacred works (cantatas,madrigals, motets etc.)
	Performance practice and etiquette
	Tools
	IPA for specific foreign language works (diction)
	Musicianship & notation
	Dynamics, phrasing, articulation
	Conducting patterns
Reason for the new course	Course expansion for repeatability.

Section #2 Transferabiltiy
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.
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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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural	☐ Yes – Submit the General Education form

Diversity designation being sought at this time?	☒ No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ 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.	Only the others that are part of the expansion.

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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email

Cheryl Scott	cscott@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 – 4th 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	Save this document as the course prefix and number
☒ course number ☒ title ☒ description (include requisites) ☒ outcomes ☒ prerequisites and co-requisites Grade option change	Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Criminal Justice	Submitter name Phone Email	Jim Parks X5236 jparks@pcc.edu
Current prefix and number	CJA 248	Proposed prefix and number	CJA 254
Current course title	Community Building Through Officer Resilience	Proposed title (60 characters max)	Leading Police Resilience
# Credits	3	Proposed transcript title **(30 characters max)**	Leading Police Resilience
Reason for title change	For content clarity		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces a multi-disciplinary approach to managing the police-citizen encounter. Covers issues related to contemporary law enforcement culture, leadership and management including warrior ethos, ethics, personality, emotional and social	Introduces a multi-disciplinary approach to managing the police-citizen encounter through enhancing personal, organizational and community resilience. Covers issues related to contemporary law enforcement culture, leadership and management, warrior ethos, ethics, personality, emotional and social intelligence, emotion

intelligence, emotional regulation, stress management, mind fitness and human resiliency.	regulation, stress management, and physical and mental fitness. Prereq: CJA 251
Reason for change	Content 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), One 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
1. Identify, analyze and manage criminal justice operations and critical encounters and incidents through knowledge and skill improvement in collaboration, leadership, emotional and social intelligence, stress management, human resiliency, relationships, professionalism and community building. 2. Enhance quality police service by addressing institutional challenges with the latest approaches and practices for improved public relations and reduced citizen complaints. 3. Practice contemporary relational leadership skills with citizens that aid in reducing potential for necessary use of force and maximize potential for successful resolution in dynamic and stressful encounters. 4. Deliver police services to broadly diverse demographic areas using contemporary best practices in community building. 5. Improve individual resiliency through a developed personalized plan with an understanding of complex, holistic variables that contribute to occupational stress in the public safety industry.	1. Identify, analyze and manage criminal justice operations and critical encounters and incidents through knowledge and skill improvement in collaboration, leadership, emotional and social intelligence, stress management, human resiliency, relationships, professionalism and community building. 2. Enhance quality police service by addressing institutional challenges with the latest approaches and practices for improved officer performance, enhanced public relations and reduced citizen complaints. 3. Practice contemporary relational leadership skills, internally and externally, that aid in more effective force response, to include reducing potential unnecessary use of force, and maximize potential for successful resolution in dynamic and rapidly evolving encounters. 4. Improve individual resiliency through a developed personalized plan with an understanding of complex, holistic variables that contribute to occupational stress in the public safety industry. 5. Understand and apply concepts of leading self, others and organizations as it relates to resilience.
Reason for change	Improve clarity

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: CJA 251	☒ 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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Jim Parks	jparks@pcc.edu	12/13/12

SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Criminal Justice	Submitter name, phone, and email	Jim Parks X5236 jparks@pcc.edu
Course prefix and number	CJA 248	Course title	Community Building Through Officer Resilience

Contact and Credit Hours
•1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
•1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
•1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	3	Lecture	4
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	3	Total credits	4
Reason for change:	New course taught one time. More time needed to satisfy course content/outcomes.		

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.	
☐ Yes ☒ No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?	
☐ Yes ☒ No	If yes, then you need to complete a degree/certificate change form located on the curriculum website

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval ☐ Specific term	

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5705 awenning@pcc.edu
Current prefix and number	HIM 141	Proposed prefix and number	HIM 141
Current course title	Health Information Technology 2	Proposed title (60 characters max)	**Health Record Content 2**
# Credits	3	Proposed transcript title **(30 characters max)**	3
Reason for title change	**The revised title better reflects what is being taught in the course**		

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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Continues the concepts of health information management covered in Health Information Management 1 including components of the content, use and structure of non-hospital healthcare data. Audit available.	Continues the concepts of health information management covered in Health Record Content 1 including components of the content, use and structure of non-hospital healthcare data.

Reason for change	In the description it refers to a previous course and the title in the description is incorrect. Currently the description names the course title Health Information Management 1. The correct course title should be Health Record Content 1.

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),   One 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
1. Know the data kept in various types of health records, its definitions, and where it can be found. 2. Apply regulatory and accreditation requirements for health records in long term facilities, home health care agencies, rehabilitation facilities, substance abuse facilities, correctional facilities, college health clinics, ambulatory surgery facilities, physician offices/clinics, dental offices, renal dialysis facilities, and other healthcare facilities. 3. Monitor changes in data requirements.	1. Identify and define various types of data found in various non-hospital health records. 2. Apply knowledge of regulatory and accreditation documentation requirements in various non-hospital facilities that manage health records, such as, but not exclusively, long term care facilities, home health care agencies, rehabilitation facilities, physician offices, renal dialysis facilities, and correctional facilities. 3. Apply research knowledge to monitor changes in regulatory and accreditation documentation requirements.

Reason for change	To reflect a better understanding of outcomes that meet the suggested curriculum committee guidelines.

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
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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. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website 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 (Fall 2013)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Ann Wenning, RHIT	awenning@pcc.edu	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	12/18/12
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 – 4th floor.		