# 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 <del>140A</del> 186N– Zumba Fitness Gold New Course

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

404. PE <del>140C</del> 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, Reg

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

# 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
<ul><li>description (include requisites)</li></ul>
<ul><li>outcomes</li></ul>
<ul><li>prerequisites and co-requisites</li></ul>
Grade option change

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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. <b>Do not</b> use the words: course and/or student. Include recommendations in the description.		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(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.	s guidelines on the curriculum webpage for more
Current learning outcomes (required information for all course revisions)	New learning outcomes
On completion of this course the student should be able to:	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	1. Communicate effectively with clients and professionals, both visually and verbally, utilizing diagrams, drawings, presentation materials, and client interviews and presentations.
interviews and presentations.	2. Develop design solutions that show competency in applying the elements and principles of design,
Demonstrate the ability to work in teams to develop successful design solutions, negotiate differences and	color and pattern coordination, and appropriate use of materials and surfaces;
reach consensus, and meet project goals.	Create accurate architectural drawings including as-built drawings and remodel plans, elevations, and perspectives;
3. Develop design solutions that	Develop design solutions that demonstrate
a. show competency in applying the elements and principles of design, color and pattern coordination, and appropriate use of materials and surfaces;	an understanding of space planning concepts, and universal design where applicable.
b. create accurate architectural drawings including as-builts and remodel plans, elevations,	

axonometrics, and perspectives;			
c. apply concepts of effective lighting design; and			
d. apply business principles related to budget, and pricing of design services.			
Develop design solutions that demonstrate understanding of			
space and furniture planning			
concepts, and universal design where applicable.			
Decree To be in compliance with new ords			
for change  To be in compliance with new outcome of the change of the ch	ome standards.		
REQUISITES: Note: If this course has been approve prerequisites: WR 115, RD 115, and MTH 20 or equ If the SAC wants to set the RD, WR and/or MTH pre Prerequisite Opt out form.	ivalent placement test sco	res	_
Current prerequisites,	corequisites and cond	current	
If you are NOT changing prerequisite	•		
Standard prerequisites - WR 115, RD 115 a	nd MTH 20 or equivalen	t placement test s	cores
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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
Standard prerequisites - WR 115, RD 115 a	•		

☐ 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.				
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 REPARTMENTS AND CAMPUSES, are there changes being requested				
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.				
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	• •		
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				
• •	been reviewed at the SAC levinair (type name)	<u>el and approved for sul</u> Email	pmission 	Date

Amanda Ferroggiaro		
SAC Administrative Liaison (type name)	Email	Date

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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L					
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.					
	<u> </u>	Check all th	at apply	Default (Choose one)	
	A-F (letter grade)	х		Х	
Pass/No pass		х			
Audit in consultation with faculty		х			
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)	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.				

General Education/Discipline Studies Standard Pre	requisite A	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:	☐ Place	ement into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:				
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. Engage in, and/or appreciate different forms of creative and artistic expression, connecting Learning personal responses to a broader context. Outcomes: Explain how personal and formal factors shape one's own responses to various (Use observable and measurable forms of art. verbs) Formulate and articulate ideas through writing and discussion. Identify and acknowledge cultural perspectives and values different from their own. Course Review and summarize key points from assigned readings, documentaries and live events activities and Written exams design: Questionnaires (from CCOG) Class discussion and debate Questionnaires Outcomes assessment Written exams strategies: Written reviews/critiques Creative project Explore the four elements of Hip Hop Course Content: Examine how Hip Hop has evolved over time Themes, Identify subcultures of Hip Hop Concepts. Evaluate the relationship between Hip Hop and popular media Issues and Skills: Provide arguments to support opinions regarding certain forms of artistic expression (from CCOG) 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 cou	•	
2. Will a department accept the course for	· · · · · · · · · · · · · · · · · · ·	
3. Will the course be accepted as part of the	•	
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	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>	
Provide evidence of transferability:	Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	x 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 x No	

Section #3 Additional Information for new LDC courses					
How or where will the course be taught. Check all that apply	<ul> <li>□ on campus</li> <li>□ hybrid</li> <li>x on-line (complete DL Modality form, obtain signature and submit)</li> <li>□ other (explain)</li> </ul>				
Is this course in a degree or certificate	e 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:					

16				
Impact on other Programs and Depar	tments			
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 a	after approval		
	x Specify term AFTER the	e next available Fall 2013		
courses will implement in fall or spring	g terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.		
Costion # 4 Department Deview				
Section # 4 Department Review This proposal has be reviewed at the	SAC lovel and approved for	culmission		
SAC Chair (type		Email		
	e name)	Heidi.diaz@pcc.edu		
Heidi Dyer		<u> </u>		
SAC Administrative Liais	on (type name)	Email		
Gene Flores		Gene.flores@pcc.edu		
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# Course Revision

Che	What do you want to change? Check all that apply- double click on the check box which opens the task window				
	course number				
	title				
$\boxtimes$	description (include requisites)				
	outcomes				
	prerequisites and co-requisites				
Gra	de option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	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						

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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Designed for parents and their children Designed for parents and their children between between the walking stage and two and the walking stage and 2 ½ years of age. Parents one-half years of age. Parents observe and observe and participate with their children in participate with their children in developmentally designed activities. In addition, developmentally designed activities. In they participate in a parent seminar focusing on addition, they participate in a parent parenting topics and needs. Audit available. seminar focusing on parenting topics and

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course

needs. Audi	t available.					
Reason for change	"two and one-half" changed to 2 HEC 9421 to HEC 156.	½ to co	nsolidate characte	ers; changed numl	per from	
worker, fami are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes	
Cur	rent learning outcomes		New lear	ning outcomes		
	ed information for all course revisions)					
the g stage inform 2. Stud behat oversibed 3. Stud behat oversibed	ents will gain understanding of growth and developmental es of toddlers and rate this mation to their own children. The ents will understand toddler avior as it relates to the child's all development, and will ome aware of positive guidance ons and discipline. The ents will understand toddler avior as it relates to the child's all development, and will ome aware of positive guidance ons and discipline.	<ul> <li>and developmental stages of toddlers and ra this information to their own children.</li> <li>2. Students will understand toddler behavior as relates to the child's overall development, an will become aware of positive guidance optio and discipline.</li> <li>3. Students will understand toddler behavior as relates to the child's overall development, an will become aware of positive guidance optio and discipline.</li> </ul>				
Reason for change						
prerequisites: If the SAC wa	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 prerequisite	s, core	quisites and cond	current		
lf	you are NOT changing prerequisi	tes or c	o-requisites DO N	OTHING in this ar	ea	
Standard	d prerequisites - WR 115, RD 115	and MT	H 20 or equivalen	t placement test s	cores	
☐ Placeme	nt into: .	<del></del>		T	Г <u></u>	
prefix & num	nber:		Prerequisite	☐ Corequisite	☐ pre/con	
prefix & num	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
Proposed prerequisites, corequisites and concurrent						

If you are <b>NOT</b> changing prerequisite	es or c	co-requisites DO N	OTHING	<b>3</b> in this ar	ea	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into: .						
prefix & number:		☐ Prerequisite	Со	requisite	☐ pre/con	
prefix & number:		☐ Prerequisite	Со	requisite	pre/con	
			•	Γ		
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ase co	onfirm this by revie	wing	│		
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human rel requires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	lations	and 2) the hours o ourse form at the sa	of stude ame tim	nt learning le as you s	. Then this submit this	
IMPACT ON OTHER DEPARTMENTS AND C that may impact other departments or camp this course for their program or as a prerequ	puses	, such as academ	ic prog	rams that		
Please provide details, who was contacted and	d the re	esolution.				
☐ Yes ☑ No	Yes					
Implementation   Next available term a	after a	pproval				
term Specify term (if AFTI	ER the	next available teri	m)			
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu		pefore scheduling t	he cour	se. See th	ne timeline	
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 <u>andrew.forshee15@pcc.edu</u> 10/26/2012				12		
SAC Administrative Liaison (type name) Email Date					Date	
Jen Piper	jennit	fer.piper1@pcc.ed	<u>u</u>	10/26/20	12	
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### Course Revision

What do you want to change?

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

- x course number
- x title
- x description (include requisites)
- x outcomes
- x 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		
Departme nt	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	Proposed Description
(required information for all course	(include requisites)
revisions. 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)

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

# 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 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.

studio. ? Integrate photograp interpreted artist and the student student student student student studio.	a community photographic  the understanding that any hic image is created and through the lens of both the the viewer's own personal, cultural filters.								
Reason for change	Updating terminology, techniques and verbiage.								
default the test scores		5, RD	115, and MTH 20	or eq	uivalent p	lacement			
	wants to set the RD, WR and/o Prerequisite Opt out form.	rwih	prerequisites at	a lowe	r ievei, yo	u wiii need			
	Current prerequisites	, core	quisites and co	ncurre	nt				
If yo	u are <b>NOT</b> changing prerequisit	es or c	o-requisites <b>DO</b>	NOTH	ING in this	s area			
scores	rd prerequisites - WR 115, RD $^{\prime}$		·		•	nt test			
	nent into: .	<u>roquioi</u>	<u></u>						
prefix & nu	umber:		☐ Prerequisite	Core	quisite	pre/con			
prefix & nu	umber:		Prerequisite	Core	quisite	pre/con			
16	Proposed prerequisite		•						
	u are NOT changing prerequisit								
scores	roviously ented out of these pro-		•		•	nt test			
	reviously opted out of these pre ement into: Please see course o	· ·			·S.				
		———		· 		I —			
prefix & nu	umber:		Prerequisite	Core	quisite	pre/con			
prefix & nu	umber:		☐ Prerequisite	Core	quisite	pre/con			
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.									
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 d	etails, who was contacted	I and the resolution.				
Yes						
X_ No						
Implementation	Next available term	after approval				
term	Specify term( if AF	TER the next available term)				
	s to complete the approva	I process before scheduling the edu/curriculum	e course. See the			
Section # 2 Depa	artment Review					
This proposal ha	This proposal has been reviewed at the SAC level and approved for submission					
SAC Cha	SAC Chair (type name) Email Date					
Elizabeth Bilyeu						
SAC Administrat	tive Liaison (type name)	Email	Date			
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 –  $4^{th}$  floor.

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	Section #1 General Information							
Department:	ART	Submitter name Phone Email	Kim Manch 971-722-80 kim.manch					
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 compelling argu	repeatable then provide a ument.							
•	uivalent to another? If yes, they ame description and outcomes.	☐ Yes X☐ No	Course Number and Title					
Choose the defa dropdown menu will automatically	NS: Check as many or as few option ault grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This to the make a choice or coption. Call the Co	r do not make urriculum Offi	e a change in the dropdown menuce if you have questions 971-722-				
		Check all th	at apply	Default (Choose one)				
	A-F (letter grade)	$\boxtimes$		$\boxtimes$				
	Pass/No pass							
	Audit in consultation with faculty							
presents, continu	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)  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						
	•	R 115, RD 115 and MT	•	•	test scores	
		these prerequisites for	_			
X Placement explanation.	into: Please se	e course description	∐ Place	ement into:		
course prefix & n	umber:			Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n	umber:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n	umber:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please ex	kplain					
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	Upon success	ful completion student	ts should be	able to:		
Outcomes: (Use observable and measurable verbs)	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.					
		develop more complex ariety of environmental				al problems

Create increasingly sophisticated photographic work that is personally significant & fulfilling.

interpreted through the lens of both the artist and the viewer's own personal, social and cultural

Navigate challenges & opportunities of working in a community photographic studio.

Integrate more deeply the understanding that any photographic image is created and

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.

<u>Print Finishing and Presentation:</u> 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 7	<del>7</del> 2 113	ansier	abilliy
Concern	over	studer	te tak

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	<ul> <li>☐ required or support for major</li> <li>☐ general education distribution requirement</li> <li>☐ general elective</li> <li>☐ other (provide details)</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☑ Other - provide evidence previously completed</li> </ul>
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	on campus		
be taught. Check all that apply	<ul><li>hybrid</li><li>on-line (complete DL Modality form, obtain signa</li><li>other (explain)</li></ul>	ture and submit)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):		# credits:	

	28		
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 Depar	tments		
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.			
	T		
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 a	after approval	
		the next available summe	er 2013
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for	submission.	
SAC Chair (type	e name)	En	nail
Elizabeth Bilyeu		ebilyeu@pcc.edu	
SAC Administrative Liais	on (type name)	En	nail
Gene Flores	,	Gene.flores@pcc.edu	
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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L			Trodiairi(d) po	<u> </u>
Section #1 Gene	ral Information			
Department:	ART	Submitter name Phone Email	Kim Manch 971-722-802 kim.manch	
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	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab: 60	
			Lab:	
If the course is compelling argu	repeatable then provide a ument.			
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title	
must have the same description and outcomes.		X□ No		
Choose the defa dropdown menu will automatically	NS: Check as many or as few option what is the defor the CRN. Students who do not be assigned to the default grade details on grade options see the A	fault grade? This vertical that the factor of the factor o	do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-
	<u> </u>	Check all th		Default (Choose one)
	A-F (letter grade)			$\boxtimes$
	Pass/No pass	$\boxtimes$		
	Audit in consultation with faculty	$\boxtimes$		
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)  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 Pre	requisite A	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 MTI	H 20 or equ	ivalent placement	test scores	
Art SAC previously opted out of	these prerequisites for	all Studio o	ourses.		
X Placement into: Please se explanation.	e course description	☐ Place	ment 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			<u> </u>	<u> </u>	

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) Outcomes assessment strategies:

- 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.
- 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.

<u>Print Finishing and Presentation:</u> □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	<ul> <li>☐ required or support for major</li> <li>☐ general education distribution requirement</li> <li>☐ general elective</li> <li>☐ other (provide details)</li> </ul>	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☑ Other - provide evidence previously completed</li> </ul>	
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	<ul> <li>⋈ on campus</li> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signature and submit)</li> <li>other (explain)</li> </ul>		
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:	

	88		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
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.			
	l		
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:	<ul><li>☐ Next available term a</li><li>☐ Specify term AFTER</li></ul>	after approval 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 Liais	on (type name)	Email	
Gene Flores	,	Gene.flores@pcc.edu	
This signature block is NOT to be use with the pdf file to Curriculum – DC –	ed in lieu of the signature pag 4 <sup>th</sup> floor.	e. Please return the completed signature page	

# Course Revision

Che	at do you want to change? eck all that apply- double click on the ck box which opens the task window	
	course number	
$\boxtimes$	title	
$\boxtimes$	description (include requisites)	
$\boxtimes$	outcomes	
	prerequisites and co-requisites	
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

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

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 New learning outcomes (required information for all course revisions) Upon completion of this course, students Upon completion of this course, students will be able will be able to: to: Students discuss and understand the different Articulate clearly modern paradigms for the Deaf perspectives from Deaf people with variety of experience, applying current trends in social discourse backgrounds, language, communication modes, from to interactions with members of the Deaf community. young to old, gender, and ethnic. Students will learn to appreciate and respect the values, social customs and cultural aspects of Deaf Recognize subtle themes in language, interaction, people in depth. conversations, and institutions that marginalize Deaf Throughout the course the students will also learn to people and perpetuate oppression. identify their own values, social customs and various cultural aspects and how they differ from other Think critically with an understanding of one's own culture's values, social customs, and various cultural cultural filters, social customs and other cultural biases aspects within America and other countries in the world. and how they differ from values, social customs, and Students will explore the variety of literature and perspectives of a variety of Deaf, Deaf-blind, and hard folklore as presented by various Deaf people in of hearing people. theatre, storytelling and cultural arts. The importance of preserving the literature and folklore work to Apply cultural understandings learned in class represent the Deaf people's cultural, language and effectively in authentic interactions with native signers. 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. 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 ☐ Co	prequisite  pre/con				
prefix & number:	Prerequisite Co	prequisite  pre/con				
Proposed prerequisites, corequisites and concurrent						
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area						
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into: .						
prefix & number:	☐ Prerequisite ☐ Co	prequisite  pre/con				
prefix & number:	Prerequisite Co	prequisite  pre/con				
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.						
<b>If yes. Check two things</b> : 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 ☑ No						
· ·	• •					
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	

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#### Course Revision

What do you want to change?					
Che	ck all that apply- double click on the	n			
che	ck box which opens the task window				
	course number	Send			
	title	<u> </u>			
$\boxtimes$	description (include requisites)				
	outcomes				
$\boxtimes$	prerequisites and co-requisites				
Gra	Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	eneral 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.

<b>not</b> use the words: course and/or student. Ind	clude recommendations in the description.
Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(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	New learning outcomes
revisions)	
Upon completion of this course, students will be able to:  • Describe the current evaluation and	Apply knowledge of appropriate placement of interpreters in work settings based on skills and qualifications
certification process(es) of the Registry of Interpreters for the Deaf and the National Association of the	Use an understanding of unique interpreting settings and apply appropriate practices for each setting
<ul> <li>Deaf</li> <li>Describe what is needed to run a freelance interpreting business</li> <li>Demonstrate appropriate behavior in</li> </ul>	Apply knowledge of needs of unique deaf populations to work effectively in community and post-secondary settings
<ul> <li>accepting interpreting assignments as an independent contractor</li> <li>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</li> <li>Describe typical settings in each of the areas above, and outline issues which may arise in each.</li> </ul>	Follow standard practices (published by the Registry of Interpreters for the Deaf) in freelance and volunteer environments
Reason for Changes in national interpreter	

change

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				Со	requisite	☐ pre/con
prefix & number:			☐ Prerequisite	☐ Co	requisite	☐ pre/con
	Proposed prerequisite		•			
•	IOT changing prerequisite sites - WR 115, RD 115 a		•			
<u> </u>	Siles - WR 115, RD 115 a	aria ivi i	1 H 20 Or equivalen	n piacei	neni iesi s	cores
Placement into: .				1		
prefix & number:			☐ Prerequisite	☐ Co	requisite	☐ pre/con
prefix & number:			☐ Prerequisite	Со	requisite	☐ pre/con
	r related instruction? Plea ad instruction templates.	ase co	onfirm this by revie	wing	│	
communication, comp requires you to submit	ings: 1) Outcomes – if youtation and/or human related instruction in Countries to a related instruction in Countries the comprehensive in the comprehensive	ations	and 2) the hours o	of studer ame tim	nt learning le as you s	. Then this submit this
that may impact other	DEPARTMENTS AND C er departments or camp program or as a prereq	ouses,	such as academ	ic prog	rams that	
	s, who was contacted and					
☐ Yes ⊠ No						
Implementation	Next available term a	after a	oproval			
term	<u> </u>					
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						
	(type name)		Email			Date
Xenia Woods	Xenia Woods Xenia.woods@pcc.edu					
	e Liaison (type name)		Email			Date
David Stout			t@pcc.edu			
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## Contact and/or Credit Hour Change

Section #1 G	General Information			
Department	Sign Language Interpretation	Submitter name,	Xenia Woods 971-722-8112	
		phone,	Xenia.	woods@pcc.edu
		and email		
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				10 weeks = 30 hr/week
CURRENT C	CONTACT AND CREDIT HOURS	PROPOSEI	O CON	FACT AND CREDIT HOURS
Lecture	10	Lecture		10
Lecture/Lab		Lecture/Lab	)	20
Lab		Lab		
Total contact hours/term	t	Total contact hours/term	ct	
Total credits	1	Total credits	8	2
Reason for change:	· · · · · · · · · · · · · · · · · · ·			nce in addition to 10 hours of lecture.
	OUTCOMES: Are learning outcome it is expected there will be a change			ange. If you are adding or removing
⊠ Yes I	f 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?				
	, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,			
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?				

42

☐ Yes ⊠ No	If yes, please explain	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
⊠ Yes □ No	If yes, please describe	
Implemer term	tation	<ul><li>☐ Next available term after approval</li><li>☑ Specific term: Summer 2013</li></ul>

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

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

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

## New Course Career Technical Education (CTE)

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 Cu	Ilture 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	PER Lec/lab:	
If the course is rep compelling argume		nen provide a			
Is this course equiva			☐ Yes ⊠ No	Prefix, nun	nber and title:
GRADE OPTIONS: Check as many or as few option  Choose the default grade option. What is the default dropdown menu for the CRN. Students who do not will automatically be assigned to the default grade option.			ault grade? This will make a choice or do ption. Call the Curri	not make a	change in the dropdown menu if you have questions 971-722-
7613. FOI More det	alls on gra	ade options see the A	Check all that		Default (Choose one)
		A-F (letter grade)		117	
		Pass/No pass			
A	udit in cor	sultation with faculty			
Course or program for are independent of the					
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: <i>course</i> and/or <i>student</i> . 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.			and multiple-minority Il action relating to modern		
Addendum to course description:					

• • •	orequisite and concurrent cours	e(s)			
	ox to activate dialog box)				
	es - WR 115, RD 115 and MTH 20		est scores		
☐ Placement into:		Placement into:			
course prefix & number:			orequisite	pre/co	
course prefix & number:		Prerequisite C	orequisite	pre/co	
LEARNING OUTCOMES:	Describe what the student will be	able to do "out there" (in	their life roles	as worker,	
	nity citizen, global citizen or lifelor				
See course outcomes gu	idelines on the curriculum website	e for more <u>guidance on w</u>	<u>riting good out</u>	<u>ccomes</u> .	
Outcomes: (Use observable and	Upon completion of this course, s	students will be able to:			
measurable verbs)	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:	Includes all or most of the following on a continual basis:				
(from CCOG)	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	of the new course within an exis	ting and/or new program	n(s)		
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 co		and DOO nowlife - to	∇ <b>V</b>		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?					

		□ 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 o	☐ 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 supp	ly related instruction for a certificate?	☐ Yes ☑ No		
If <b>no</b> is selected continue to	part three.			
	the Related Instruction in CTE Courses form available	able on the curriculum		
, , , , , , , , , , , , , , , , , , , ,				
Section #3 Additional Infor	mation for new CTE courses			
How or where will the course be taught. Check all that apply				
Transferability: Will this course transfer to another academic institution? Identify	se transfer to ner academic			
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 impa	ct on another department of campus?			
If yes, explain and/or	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			
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#### New Course Lower Division Collegiate (LDC)

L	<u> </u>	<del>-</del>		
Section #1 Gener	ral Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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.				
3		Check all th		Default (Choose one)
A-F (letter grade)		х		Х
Pass/No pass		X		
Audit in consultation with faculty		х		
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)  Introduces fundamentals of Ballet technique with a focus on correct alignment, development of strength, flexibility, range of motion, stability, and Ballet terminology. Au 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 ir				
course prefix & n				
course prefix & n				
None – please ex				
,				
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)	<ul> <li>Apply lessons in ballet-specific anatomy, safe practices, and injury prevention in order to improve wellbeing and ballet performance.</li> <li>Engage in and appreciate different forms of artistic expression through ballet.</li> <li>Interpret ballet terminology to critically analyze future ballet instruction.</li> </ul>			
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	Transfera	biltiy
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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?

material of the obtained, through it in minery me	the ongle of our La catalon
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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
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 Depar	tments		
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.			
	T		
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			nail
Levi Query	,	lquery@pcc.edu	
SAC Administrative Liais	on (type name)	En	nail
Jen Piper	,	Jennifer.piper1@pcc.e	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.			

## New Course Lower Division Collegiate (LDC)

L	, , , , , , , , , , , , , , , , , , ,	, <u> </u>		
Section #1 General Information				
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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 th	at apply	Default (Choose one)
A-F (letter grade)		X		Х
Pass/No pass		х		
Audit in consultation with faculty		х		
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)  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:					
If this course is re standard prerequithese prerequisite and/or MTH prere	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 Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement in	nto: Placement into:				
course prefix & n	umber: D190A or PE120A x Prerequisite ☐ Corequisite ☐ pre/co				
course prefix & n	umber: Prerequisite Corequisite pre/co				
course prefix & n					
None – please ex	kplain				
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing  • Engage in and appreciate different forms of artistic expression through Ballet				
(Use observable and measurable verbs)	<ul> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction through Ballet.</li> <li>Apply lessons in ballet-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and ballet performance.</li> <li>Interpret ballet terminology and musicality to critically analyze future ballet instruction.</li> </ul>				
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	Explore the fundamentals of Ballet technique
Content: Themes, Concepts, Issues and Skills: (from CCOG)	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?

That the Course, thought it will likely hot be eligible for Gert 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>	
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	x on campus	
How or where will the course	hybrid	
be taught. Check all that apply		Modality form, obtain signature and submit)
	other (explain)	
	e 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 Depar		
Are there similar courses existing in	Cross-listed with Dance	
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	Cross-listed with Dance	
another department or campus? If	Cross-listed with Dance	
yes, explain and/or describe the		
nature of acknowledgments and/or		
agreements that have been reached.		
Implementation term:	☐ Next available term a	after approval
·	x Specify term AFTER the	• •
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		Email
Levi Query	,	Iquery@pcc.edu
SAC Administrative Liais	son (type name)	Email
SAC Auministrative Liaison (type name)		Liliuli

Jen Piper Jennifer.piper1@pcc.edu

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

L				
Section #1 Gener	ral Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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 th	at apply	Default (Choose one)
A-F (letter grade)		X		Х
Pass/No pass		х		
Audit in consultation with faculty		х		
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 Ballet technique at intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.			

Addendum to			
Course Description:			
	I		
General Educat	ion/Discipline Studies Standard Pre	erequisite Approval	
		scipline Studies list, it will have, as a default, the following	
		or equivalent placement test scores. Higher levels of any of	
		requested. However, if the SAC wants to set the RD, WR Ed/Discipline Studies list, you will need to use the Prerequisite	
	ilable on the Curriculum website pcc.e		
☐ Standard Pre	erequisites - WR 115, RD 115 and MTI	H 20 or equivalent placement test scores	
☐ Placement in	nto:	☐ Placement into:	
course prefix & n	umber: D190B or PE120B	x Prerequisite	
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co	
None – please ex	xplain		
		lent will be able to do "out there" (in their life roles as	
		citizen or lifelong learners). Three to six outcomes are on the curriculum website for more guidance on writing	
good outcomes		on the curriculum website for more <u>quidance on writing</u>	
Learning		e different forms of artistic expression through Ballet.	
Outcomes:		·	
(Use observable and measurable	<ul> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> </ul>		
verbs)	Integrate dynamic alignment and functional technique at an intermediate Ballet		
	skill level.		
	<ul> <li>Compare and contrast beginning Ballet skills verses intermediate ballet skills.</li> </ul>		
	Engage in and appreciate different forms of artistic expression through ballet.		
	Interpret ballet terminology and musicality to critically analyze future ballet		
	instruction.		
Course	Barre work		
activities and design:	Center Work		
(from CCOG)	Basic positions of the body		
,	Fixed points of the studio or stage		
	Adagio		
	Jumps		
	Basic turns Transling and limbing stone		
	Traveling and linking steps		
Outcomes	Allegro (petit and grand)		
Outcomes assessment	Practicel even		
strategies:	Practical exam		
	Other outcome assessment strate	egies may include:	
	Other outcome assessment strate	egies 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?

nature of the course, thought it will likely hot be engine for bein be 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>	

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	χ	on campus	
be taught. Check all that apply		hybrid on-line (complete DL Modality form, obtain signa other (explain)	ature and submit)
Is this course in a degree or certificate	e as	required, an elective or a prerequisite? Please pro	ovide 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 Depar	tmer	nts	
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.	Cro	oss-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.			
	ı		
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.	Cro	oss-listed with Dance	
Implementation term:		Next available term after approval	
	х	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	Iquery@pcc.edu	
SAC Administrative Liaison (type name)	Email	
Jen Piper	Jennifer.piper1@pcc.edu	
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#### New Course Lower Division Collegiate (LDC)

L		<u> </u>		
Section #1 Gene	ral Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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 th	at apply	Default (Choose one)
	A-F (letter grade)	Х		Х
Pass/No pass		Х		
Audit in consultation with faculty		х		
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)  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 Educati	ion/Discipline Studies Standard Prerequisite Approval		
	equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following uisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of		
	es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR		
	equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite illable on the Curriculum website pcc.edu/curriculum		
•	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		
☐ Placement in			
	number: D191A or PE120C		
course prefix & n	<u> </u>		
course prefix & n	<u> </u>		
None – please ex	xplain		
I FARNING OU	ITCOMES: Describe what the student will be able to do "out there" (in their life roles as		
	member, community citizen, global citizen or lifelong learners). Three to six outcomes are		
	See course outcomes guidelines on the curriculum website for more guidance on writing		
good outcomes Learning			
Outcomes:	Engage in and appreciate different forms of artistic expression through Ballet.      Promote health and wellbeing via physical activity, self-expression, and group.		
(Use observable and measurable	<ul> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> </ul>		
verbs)	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	Barre work		
design:	Center Work		
(from CCOG)	Basic positions of the body Fixed points of the studio or stage		
	Adagio		
	Intermediate Jumps and Turns		
	Traveling and linking steps		
Outcomes	Allegro (petit and grand)		
assessment	Participation Practical exam		
strategies:	1 radioal Gadiii		
	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?

Tradule 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 Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D186 (WOU) DANC 272 (U of O)	

Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the C	General Education form	
Section #3 Additional Information for	new LDC courses		
How or where will the course	x on campus		
be taught. Check all that apply	hybrid	lodality form, obtain signa	ture and cubmit)
	other (explain)	lodality lottii, obtaiii sigria	ture and Submit)
Is this course in a degree or certificate		a prerequisite? Please pro	vide 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 Depar	tments		
Are there similar courses existing in	Cross-listed with Dance		
other programs or disciplines at			
PCC? If yes, explain and/or describe the nature of			
acknowledgements and/or			
agreements that have been			
reached.			
Lleve yeu conculted with the CAC			
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.			
le there any notential inspect on	Cross listed with Danes		
Is there any potential impact on another department or campus? If	Cross-listed with Dance		
yes, explain and/or describe the			
nature of acknowledgments and/or			
agreements that have been reached.			
Implementation term:	☐ Next available term a	ifter approval	
	x Specify term AFTER the	• •	
Allow 3-4 months to complete the new	v course approval process be	efore the course can be sc	heduled. 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.			te as CTE programs.
Continue # 4 Department Deview			
Section # 4 Department Review  This proposal has be reviewed at the	SAC lovel and approved for	cubmission	
This proposal has be reviewed at the SAC level and approved for submission.  SAC Chair (type name)  Email			
	nalle)		Iali
Levi Query		lquery@pcc.edu	

SAC Administrative Liaison (type name)	Email	
Jen Piper	Jennifer.piper1@pcc.edu	
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#### New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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 th	at apply	Default (Choose one)
	A-F (letter grade)	х		Х
Pass/No pass		х		
Audit in consultation with faculty		х		
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 Ballet technique at musicality, movement qualitie			

Addendum to Course Description:	
If this course is re standard prerequi these prerequisite and/or MTH prere Opt-out form ava	ion/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following lisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of les, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto: Placement into:
course prefix & n	umber: D191B or PE120D x Prerequisite
course prefix & n	
course prefix & n	
None – please ex	xpiain
worker, family n	<ul> <li>TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing</li> <li>Engage in and appreciate different forms of artistic expression through Ballet.</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Integrate dynamic alignment and functional technique at an intermediate Ballet skill level.</li> <li>Compare and contrast intermediate Ballet skills verses advanced ballet skills.</li> <li>Apply ballet routine design that focuses on manipulating the choreography.</li> </ul>
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	Demonstrate Intermediate/Advanced skills in sequencing
Content: Themes,	Clearly apply body positions, facings, port de bras, and epaulement
Concepts,	Execute increasingly complicated axial and locomotor movements
Issues and	Clearly demonstrate understanding of line and shape
Skills:	Adapt choreography to varying tempos, kinds of music, etc.
(from CCOG)	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	Reworking repeatable courses
new course	

#### 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?

Tractice of the course, thought 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	x required or support for major
	Check all that apply	general education distribution requirement
		general elective
		other (provide details)
	Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form
	(minimum one, more preferred)	☐ E-mail correspondence with receiving institution
	Required for Gen Ed only	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				
How or where will the course be taught. Check all that apply	hybr on-li	n campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)		
Is this course in a degree or certificate	as requir	red, an elective or a prerequisite? Please pro	ovide 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 Depar	ments			
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-lis	ted 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-lis	ted with Dance		
Implementation term:	☐ Ne	ext available term after approval		
		fy 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	Iquery@pcc.edu	
SAC Administrative Liaison (type name)	Email	
Jen Piper	Jennifer.piper1@pcc.edu	
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#### New Course Lower Division Collegiate (LDC)

L		<u> </u>		
Section #1 General Information				
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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.				
group opposite and an arrangement of the second of the sec		Check all th		Default (Choose one)
A-F (letter grade)		Х		Х
Pass/No pass		х		
Audit in consultation with faculty		х		
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)	Description: increasingly complicated choreography and the expression and communication of Ballet performance. May be audited.			

Addendum to Course Description:	
If this course is re standard prerequisit these prerequisit and/or MTH prere	ion/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following lisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite illable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto: Placement into:
course prefix & n	umber: D290A or PE120E x Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
None – please ex	xplain
worker, family r	ITCOMES: Describe what the student will be able to do "out there" (in their life roles as member, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing .
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Engage in and appreciate different forms of artistic expression through Ballet.</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Integrate dynamic alignment and functional technique at an intermediate Ballet skill level.</li> <li>Compare and contrast intermediate Ballet skills verses advanced ballet skills.</li> <li>Apply ballet routine design that focuses on increasing complexity of the choreography.</li> <li>Utilize techniques that promote expression and communication through Ballet.</li> </ul>
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

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?

dute of the course, thought it will likely hot be eligible for Geri Eu 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>		

Identify comparables at Oregon school	D187 (WOU) D	D187 (WOU) DANC 272 (U of O)		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Subn x No	Yes – Submit the General Education form x No		
Section #3 Additional Information for				
How or where will the course	∶ on campus ] hybrid			
be taught. Check all that apply		te DL Modality form, obtain	signature and submit)	
Is this course in a degree or certificate	as required, an elec	tive or a prerequisite? Plea	ase 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 Depart	ents			
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 Da	nce		
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 Da	nce		
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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### New Course Lower Division Collegiate (LDC)

L					
Section #1 General Information					
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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		xYes No	Course Number and Title D130A-Modern Dance I		
must have the same description and outcomes.  GRADE OPTIONS: Check as many or as few ontices.			D 130A-IVIOU	en 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)	х		х	
Pass/No pass		х			
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)	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.				

General Education/Discipline	Studies Standard Pre	requisite A	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:			☐ pre/co		
course prefix & number:			☐ 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 Apply lessons in Modern Dance-specific anatomy, safe practices, and injury Outcomes: prevention in order to improve wellbeing and Modern Dance performance. (Use observable Engage in and appreciate different forms of artistic expression through Modern and measurable verbs) Interpret Modern Dance terminology to critically analyze future instruction. Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation assessment Written reviews/critiques strategies: Other outcome assessment strategies may include: Creative project Class discussion Written exam Course Explore the fundamentals of Modern Dance Content: Learn and apply safe practices related to technical training in dance Themes, Apply feedback given to foster improvement of technique Concepts, Identify and use internal and external rotation in the hips (parallel and turn-out) Issues and

	10
Skills:	Identify and use basic arm positions
(from CCOG)	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.

Identify comparables at Oregon schools

Is General Education or Cultural Diversity designation being sought at

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:		

DANC 170 (U of O), D180 (WOU)

x No

☐ Yes – Submit the General Education form

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
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:		ifter approval		
	x Specify term AFTER the	e 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   Iquery@pcc.edu				
SAC Administrative Liaison (type name) Email				
Jen Piper	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 – $DC - 4^{th}$ floor.				

### New Course Lower Division Collegiate (LDC)

L					
Section #1 General Information					
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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.					
	<u> </u>	Check all that apply		Default (Choose one)	
	A-F (letter grade)	х		Х	
	Pass/No pass	х			
Audit in consultation with faculty		х			
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)	Explores concepts of beginning I and moving with greater awarene			correct alignment, form, musicality	

81						
Addendum to Course Description:						
General Educati	Company Education / Dispinsipsing Countries Company Ducas anticits Assumed					
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 in	☐ Placement into: ☐ Placement into:					
course prefix & number: D130A or PE121A						

course prefix & number:

course prefix & number:

None – please explain

Prerequisite

Prerequisite

Corequisite

Corequisite

pre/co

pre/co

worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Engage in and appreciate different forms of artistic expression through Modern Dance</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction through Modern Dance.</li> <li>Apply lessons in Modern Dance-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and Modern Dance performance.</li> <li>Interpret Modern Dance terminology and musicality to critically analyze future instruction.</li> </ul>
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

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Course	Demonstrate beginning level skills in sequencing		
Content: Themes,	Introduce changes in levels in space		
Concepts,	Utilize axial and locomotor movements		
Issues and	Further examine use of line and shape		
Skills:	Adapt choreography to varying tempos, kinds of music, etc.		
(from CCOG)	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	Reworking repeatable courses.		
new course			

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?

flature of the course, thought it will likely not be eligible for Gerr Eu 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 Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence  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	x on campus  hybrid			
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments			
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.	ner programs or disciplines at CC? If yes, explain and/or scribe the nature of knowledgements and/or reements that have been			
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:		after approval		
	x Specify term AFTER th	e 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 Iquery@pcc.edu				
SAC Administrative Liaison (type name)		Email		
Jen Piper		Jennifer.piper1@pcc.edu		
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### New Course Lower Division Collegiate (LDC)

Section #1 General Information						
Department:	PE	Submitter	Levi Query			
		name Phone	5519			
		Email	Iquery@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	New LDC courses may not be repeated for credit effective	Contact hours:	Lecture:			
be repeated?	2013-14 school year.	PER QUARTER	Lec/lab:			
			Lab: 30			
If the course is repeatable then provide a compelling argument.						
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title			
must have the same description and outcomes.		No	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		Х		
	Pass/No pass	х				
	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:

General Education/Discipline	Studies Standard Pre	requisite A	pproval		
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 MTI	H 20 or equ	ivalent placement	test scores	
☐ Placement into: ☐ Placement into:					
course prefix & number: D130B or PE121B					
course prefix & number:					
course prefix & number:				☐ 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 Engage in and appreciate different forms of artistic expression through Modern Outcomes: Dance. (Use observable Promote health and wellbeing via physical activity, self-expression, and group and measurable verbs) 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 Interpret Modern Dance terminology and musicality to critically analyze future instruction. Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation Outcomes assessment Practical Exam strategies: AND one of the following:

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	Written review/critique			
	OR			
	Performance in a PCC showing or concert			
Course	Demonstrate beginning/intermediate skills in sequencing			
Content:	Continue working with changes in levels			
Themes,	Utilize axial and locomotor movements			
Concepts,				
Issues and Skills:	Further examine use of line and shape			
(from CCOG)	Adapt choreography to varying tempos, kinds of music, etc.			
(HOIII CCCC)	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	Reworking repeatable courses.			
new course				

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?

Tracture of the course, thought it will likely hot be eligible for Gert La 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>	
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	x on campus			
be taught. Check all that apply	│	Modality form, obtain signa	iture and submit)	
	other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments			
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			
	T			
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			
		e next available: Fall 2013		
courses will implement in fall or spring	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		Iquery@pcc.edu		
SAC Administrative Liais	son (type name)	Email		
Jen Piper		Jennifer.piper1@pcc.edu		

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### New Course Lower Division Collegiate (LDC)

L					
Section #1 General Information					
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@pcc	.edu	
Course Prefix and Number:	PE121D	# Credits:	1		
Course Title: (60 characters max)	Modern Dance II	Transcript Title (30 characters max)	Modern Da	ance 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 compelling argu	repeatable then provide a ument.				
Is this course equivalent to another? If yes, they		x Yes No	Course Number and Title D131B-Modern Dance II		
must have the same description and outcomes.  GRADE OPTIONS: Check as many or as few options.			טואו-פונוטן	ент Бансе п	
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 th		Default (Choose one)	
	A-F (letter grade)	х		Х	
Pass/No pass		х			
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)  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.					

General Education/Discipline Studies Standard Pre	erequisite A	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:	☐ Place	ement 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 Engage in and appreciate different forms of artistic expression through Modern Outcomes: Dance. (Use observable Promote health and wellbeing via physical activity, self-expression, and group and measurable verbs) 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. Concept-based class structure Course activities and Body-Mind work to increase kinesthetic awareness design: (from CCOG) 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 Participation assessment Practical Exam strategies: Written review/critique OR performance in PCC dance concert or event Demonstrate intermediate skills in sequencing Course

	92	
Content:	Continue working with changes in levels	
Themes, Concepts,	Utilize axial and locomotor movements	
Issues and	Further examine use of line and shape	
Skills:	Adapt choreography to varying tempos, kinds of music, etc.	
(from CCOG)	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	Reworking repeatable courses.	
new course		

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?

Tradute of the course, thought it will likely hot be eligible for Gen La 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 Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence  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	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments		
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 a	• •	
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			nail
Levi Query		lquery@pcc.edu	
SAC Administrative Liais	on (type name)	Email	
Jen Piper		Jennifer.piper1@pcc.edu	
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### New Course Lower Division Collegiate (LDC)

L	, , , , , , , , , , , , , , , , , , ,				
Section #1 General Information					
Department:	PE	Submitter	Levi Query		
		name	5519		
		Phone	Iquery@pcc	.edu	
		# Credits:			
Course Prefix and Number:	PE121E		1		
Course Title:	Modern III	Transcript Title (30 characters	Modern III		
(60 characters max)		max)			
Can this course	New LDC courses may not be	Contact hours:	Lecture:		
be repeated?	repeated for credit effective 2013-14 school year.	PER QUARTER	Lec/lab:		
	-	QO/II ( ) EI (	Lab: 30		
	repeatable then provide a				
compelling argu	ument.				
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title		
must have the same description and outcomes.		No	D230A-Mod	ern III-first term	
GRADE OPTIONS: Check as many or as few options as you'd like					
dropdown menu will automatically	<b>Choose the default grade option</b> . What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
7010. 101111010	dotallo eri giddo optiono oco tilo i	Check all th		Default (Choose one)	
	A-F (letter grade)	Х		Х	
Pass/No pass		Х			
Audit in consultation with faculty		Х			
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)					

	96			
Addendum to Course Description:	30			
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 Pre	erequisites - WR 115, RD 115 and MTH 20 or e	quivalent placement test scores		
☐ Placement in	into:	cement into:		
course prefix & n	number: D131B or PE121D	X Prerequisite		
course prefix & n	number:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
course prefix & n	number:	☐ Prerequisite ☐ Corequisite ☐ pre/co		
None – please ex	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)	<ul> <li>Dance.</li> <li>Promote health and wellbeing via interaction</li> <li>Integrate dynamic alignment and Dance skill level.</li> <li>Compare and contrast intermedia Dance skills.</li> <li>Apply Modern Dance techniques</li> </ul>	the forms of artistic expression through Modern physical activity, self-expression, and group functional technique at an Advanced Modern te Modern Dance skills verses advanced Modern that focuses on relevant phrases or combinations		
Course activities and design: (from CCOG)	Concept-based class structure  Body-Mind work to increase kinesthetic award Warm-up Center exercises and focused, technical train Axial and Locomotor movement Conceptually relevant phrases or combination Applying instructor and/or peer feedback to in Review and repetition of movement phrases or	ing ns nprove performance		

Cool down

Participation

OR

Practical Exam

AND one of the following: Written review/critique

Performance in a PCC showing or concert

Outcomes assessment

strategies:

	97
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.

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?

Hattire of the course, thought it will likely not be eligible for Geri Eu 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 <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution	

Required for Gen Ed only	Other - provide ev	Other - provide evidence				
Identify comparables at Oregon school	DANC270 (U of O), D	DANC270 (U of O), D182 (WOU)				
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the x No	Yes – Submit the General Education form x No				
Section #3 Additional Information for r	new LDC courses					
How or where will the course	x on campus					
be taught. Check all that apply	hybrid on-line (complete DL other (explain)	Modality form, obtain signa	ture and submit)			
Is this course in a degree or certificate	as required, an elective or	a prerequisite? Please pro	vide 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 Depart	ments					
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 t	he next available: Fall 2013				
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term). T	terms depending on the fo	rmal approval process (see	timetable linking request			
Section # 4 Department Review						
This proposal has be reviewed at the	SAC level and approved for	submission				
	SAC Chair (type name) Fmail					

Levi Query	lquery@pcc.edu	
SAC Administrative Liaison (type name)	Email	
Jen Piper	Jennifer.piper1@pcc.edu	
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# New Course Lower Division Collegiate (LDC)

L						
Section #1 General Information						
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@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			
			D230B-10100	em m-second term		
Choose the defa dropdown menu will automatically	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)	Х		Х		
	Pass/No pass	х				
Audit in consultation with faculty		Х				
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)	Continues development of Mode focus on applying techniques and					

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: ☐ Placement into:					
course prefix & number: D230A or PE121E						
course prefix & number:						
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 Engage in and appreciate different forms of artistic expression through Modern Dance Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Integrate dynamic alignment and functional technique at an Advanced Modern verbs) 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 Concept-based class structure Course activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate advanced skills in sequencing

	102				
Content:	Continue working with changes in levels				
Themes, Concepts,	Utilize axial and locomotor movements				
Issues and	Further examine use of line and shape				
Skills:	Adapt choreography to varying tempos, kinds of music, etc.				
(from CCOG)	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	Reworking repeatable courses.				
new course					
	<u>l</u>				

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.				
Is there an equivalent lower division countries.	·			
2. Will a department accept the course for	•			
3. Will the course be accepted as part of the				
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	x required or support for major  general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: Completed <u>Transferability Status</u> form				
(minimum one, more preferred) Required for Gen Ed only	E-mail correspondence with receiving institution			
- Strict 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				

Coation #2 Additional Information for	now LDC sources				
Section #3 Additional Information for new LDC courses					
How or where will the course	x on campus  hybrid				
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit)				
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments				
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.	xisting in cross-listed with Dance es at r				
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 a	• •			
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		Iquery@pcc.edu			
SAC Administrative Liais	son (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 – $DC - 4^{th}$ floor.					

Levi Query 971-722-5519

#### Iquery@pcc.edu Portland Community College

#### Course Revision

What do you want to change?					
Che	Check all that apply- double click on the				
che	ck box which opens the task window				
$\boxtimes$	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 <u>curriculum@pcc.edu</u>

Section #1 General Information					
Department	Physical Education	Submitter name	Levi Query		
		Phone	971-722-5519		
		Email	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Provides individuals with acute or chronic Provides exercises that deal with with acute or chronic injuries or disabilities a physical education injuries or disabilities to improve fitness, health and class to improve fitness, health and overall overall wellness. Covers knowledge and skills needed wellness. to perform safe and proper group and individual fitness

perform safe and proper group and individual fitness exercises.		to proi	ses. Introduces ac mote and emphasizioning, muscle stre ity, and body comp	ze cardiorespirato ngth and endurar	ry
Reason for change	Improved				
I FARNING	OUTCOMES: Describe what the	student	will be able to do '	out there" (in thei	r life roles as
worker, fam are recomm	n writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
	rrent learning outcomes		New lear	ning outcomes	
(requir	ed information for all course revisions)				
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	S: Note: If this course has been appro S: WR 115, RD 115, and MTH 20 or eleants to set the RD, WR and/or MTH properties.	quivalen	t placement test sco	res	
	Current prerequisite	s, core	quisites and cond	current	
	you are NOT changing prerequis				
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	ent into: .				
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Placement into: .					
prefix & nur	x & number: ☐ Prerequisite ☐ Corequisite ☐ pre/cor				☐ pre/con

prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
	d for related instruction? Ple lated instruction templates.	ease confirm this by review	ing ☐ 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 <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.						
that may impact of	ER DEPARTMENTS AND ( other departments or cam eir program or as a prerec	puses, such as academic	programs that require			
Please provide det	tails, who was contacted and	d the resolution.				
☐ Yes ⊠ No	☐ Yes					
Implementation   Next available term after approval						
term 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 Ch	nair (type name)	Email	Date			
Levi Query Iquery@pcc.edu January 16, 2013						
SAC Administra	ative 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 – $4^{th}$ floor.					

# New Course Lower Division Collegiate (LDC)

L					
Section #1 General Information					
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-59 Iquery@po	519	
Course Prefix and Number:	PE 130 B	# Credits:	1		
Course Title: (60 characters max)	Adapted Physical Education II	Transcript Title (30 characters max)	Adapted P	hysical Education II	
Can this course	☐ Yes	Contact hours:	Lecture:		
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:		
is 0 repeats			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		
	NS: Check as many or as few option		· · · <b>,</b> · · · · · · · ·		
Choose the defa dropdown menu t will automatically	ault grade option. What is the de for the CRN. Students who do not	fault grade? This t make a choice option. Call the C	r do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
	<u> </u>	Check all th	at apply	Default (Choose one)	
	A-F (letter grade)	$\boxtimes$		$\boxtimes$	
	Pass/No pass	$\boxtimes$			
	Audit in consultation with faculty	$\boxtimes$			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.					
Course Description:  (field will expand as needed)  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.

<b>General Educati</b>	on/Discipline Studies Standar	d 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 Pre	requisites - WR 115, RD 115 an	d MTH 20 or equivalent placement test scores				
☐ Placement in	nto:	☐ Placement into:				
course prefix & n	umber:	Prerequisite Corequisite pre/co				
course prefix & n		Prerequisite Corequisite pre/co				
course prefix & n		Prerequisite Corequisite pre/co				
None – please ex	kplain					
worker, family n	nember, community citizen, g See course outcomes guideli	student will be able to do "out there" (in their life roles as lobal citizen or lifelong learners). Three to six outcomes are nes on the curriculum website for more guidance on writing				
Learning Outcomes: (Use observable and measurable verbs)	their lifetime.  2. Continue to participa muscle fitness and fl  3. Assess and access of appropriate for their decomponent of fitness	ned in class to Improve overall physical fitness throughout te in adapted activities including cardiorespiratory fitness, exibility. community group and individual exercise programs various injuries or disabilities. dividual exercise program appropriate for their injuries in one s (cardiorespiratory conditioning, muscle strength and , and body composition.)				
Course activities and design: (from CCOG)		nall groups of students. Exercise routines will vary between ner student or with the entire class.				
Outcomes assessment strategies:	<ul><li>Individualized pre and</li><li>Exercise records and I</li></ul>	post testing with record keeping ogs				
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul><li>Appropriate exercises</li><li>Appropriate exercises</li></ul>	to promote cardiovascular fitness. to promote muscular strength and endurance. to promote flexibility. ualized rehabilitation exercises.				

	<ul> <li>Maintenance of pre-post testing and exercise records.</li> <li>Demonstration of knowledge to design their own exercise program in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> <li>Develop lifelong fitness, health and wellness.</li> <li>Experience the relationship of the mind, body and spirit.</li> </ul>
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	
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new of possible in the development and internal	es that do not have a high transfer value has led to increasing attention to ate currently requires us to certify that at least one OUS school will accept pate that the state will soon require evidence of transferability, possibly course is approved. It is important that we address these issues as early as approval process for new courses. Faculty should communicate with ascertain how the course will transfer by answering these questions.
Will a department accept the course for	·
Will the course be accepted as part of the course be accepted.	·
	may still be accepted or approved as an LDC course, depending on the
Which OUS school will the course transfer to? List all	<b>AAOT Foundational Requirement - Health/Wellness/Fitness</b> : One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>

Section #3 Additional Information for new LDC courses					
How or where will the course be taught. Check all that apply	<ul> <li>□ on campus</li> <li>□ hybrid</li> <li>□ on-line (complete DL Modality form, obtain signature and submit)</li> <li>□ other (explain)</li> </ul>				
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 Depar	tments				
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:	<ul><li>Next available term a</li><li>Specify term AFTER</li></ul>	• •			
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			nail		
Levi Query   Iquery@pcc.edu					
SAC Administrative Liaison Email			nail		
Jennifer Piper Jennifer.piper1@pcc.edu					
This signature block is NOT to be use with the pdf file to Curriculum – DC –	ed in lieu of the signature pag 4 <sup>th</sup> floor.	e. Please return the comp	oleted signature page		

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L						
Section #1 Gene	ral Information					
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 Iquery@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	☐ Yes	Contact hours:	Lecture:			
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:			
is 0 repeats			Lab: 30			
If the course is compelling argu	repeatable then provide a ument.	able then provide a				
•	uivalent to another? If yes, they	☐ Yes ⊠ No	Course Number and Title: PE130 C: Adapted Physical Education III			
Choose the defa dropdown menu will automatically	NS: Check as many or as few option what is the defor the CRN. Students who do not be assigned to the default grade details on grade options see the A	fault grade? This to make a choice of option. Call the C	r do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-		
	•	Check all th	at apply	Default (Choose one)		
	A-F (letter grade)					
	Pass/No pass					
	Audit in consultation with faculty					
	description with an active verb an urse will and/or Students will					
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 Pre	requisites - WR	115, RD 115 and MTH	H 20 or equi	vale	ent placement	test	scores			
☐ Placement in	nto:		☐ Placer	ner	nt into:					
course prefix & n	umber:				Prerequisite		Corequisite		] pre/	co
course prefix & n	umber:				Prerequisite		Corequisite		] pre/	co
course prefix & n	umber:				Prerequisite		Corequisite		] pre/	co
None – please ex	kplain									
worker, family n	nember, comn See course o	scribe what the stude nunity citizen, global utcomes guidelines o	citizen or li	felo	ong learners)	Th	ree to six out	cor	nes a	
Learning Outcomes:  1. Adapt exercises learned in class to Improve overall physical their lifetime.						cal fitness th	rou	ghout		
(Use observable and measurable verbs)		ontinue to participate in adapted activities including cardiorespiratory fitness, uscle fitness and flexibility.								
		s community group and individual exercise programs appropriate for their s injuries or disabilities.								
	or mo	op their own individual exercise program appropriate for their injuries in two re components of fitness (cardiorespiratory conditioning, muscle strength adurance, flexibility, and body composition.)								
Course activities and design: (from CCOG)		onducted with small grorcises, with another stu				utine	s will vary bet	wee	eΠ	
Outcomes assessment strategies:		dualized pre and post to ise records and logs	esting with r	ecc	ord keeping					
Course	<ul> <li>Aquat</li> </ul>	ic warm-up and cool-do	own routines	s						
Content: Themes,	<ul> <li>Appro</li> </ul>	priate exercises to pro	mote cardio	vas	cular fitness.					
Concepts,	<ul> <li>Appro</li> </ul>	priate exercises to pro	mote muscu	ılar	strength and e	ndur	ance.			
Issues and	<ul> <li>Appro</li> </ul>	priate exercises to pro	mote flexibil	ity.						
Skills:  • Participation in individualized rehabilitation exercises.										
(from CCOG)	<ul> <li>Demo</li> </ul>	nstration of safe exerci	ise progress	sion	S					

	<ul> <li>Maintenance of pre-post testing and exercise records.</li> <li>Demonstration of knowledge to design their own exercise program in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> <li>Develop lifelong fitness, health and wellness.</li> <li>Experience the relationship of the mind, body and spirit.</li> </ul>
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 <u>Transferability Status</u> 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?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>				

Section #3 Additional Information for new LDC courses					
How or where will the course be taught. Check all that apply	<ul> <li>□ on campus</li> <li>□ hybrid</li> <li>□ on-line (complete DL Modality form, obtain signature and submit)</li> <li>□ other (explain)</li> </ul>				
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 Depar	tments		
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:	<ul><li>Next available term a</li><li>Specify term AFTER</li></ul>	• •	
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			nail
Levi Query   Iquery@pcc.edu			
SAC Administrativ	e Liaison	En	nail
Jennifer Piper		Jennifer.piper1@pcc.e	du
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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L					
Section #1 Gene	Section #1 General Information				
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-55 Iquery@pc	519	
Course Prefix and Number:	PE 130 D	# Credits:			
Course Title: (60 characters max)	Adapted Aquatic Physical Education I	Transcript Title (30 characters max)	Adapted Ad	quatic Physical Education I	
Can this course be repeated?	☐ Yes ⊠ No	Contact hours: PER			
PCC default is 0 repeats		QUARTER	Lab: 30		
If the course is compelling argu	repeatable then provide a iment.				
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.					
		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: <i>This course will</i> and/or <i>Students will</i> 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.

If this course is re standard prerequ these prerequisite and/or MTH prere Opt-out form ava	isites: WR 115, RD 115 and MTH 20 es, or additional prerequisites can be equisites at a lower level on the Gen Ellable on the Curriculum website pcc.	scipline Studies list, it will have, as a default, the following or equivalent placement test scores. Higher levels of any of requested. However, if the SAC wants to set the RD, WR Ed/Discipline Studies list, you will need to use the Prerequisite
☐ Placement in	ito:	☐ Placement into:
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co
None – please ex	plain	
worker, family n	nember, community citizen, global See course outcomes guidelines o	ent will be able to do "out there" (in their life roles as citizen or lifelong learners). Three to six outcomes are on the curriculum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	their lifetime.  2. Continue to participate in fitness, muscle fitness an	nunity group and individual water exercise programs
Course activities and design: (from CCOG)	Swim classes are conducted with sn individual exercises, with another st	nall groups of students. Exercise routines will vary between udent or with the entire class.
Outcomes assessment strategies:	<ul><li>Individualized pre and post</li><li>Exercise records and logs</li></ul>	testing with record keeping
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul> <li>Appropriate water exercises</li> <li>Appropriate water exercises</li> <li>Participation in individualize</li> <li>Demonstration of safe progr</li> <li>Maintenance of pre-post tes</li> <li>Develop lifelong fitness, h</li> </ul>	to promote cardiovascular fitness. to promote muscular strength and endurance. to promote flexibility. d rehabilitation exercises. ressions in the water ting and exercise records.

Reason for 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
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Section #2 Transferabiltiy	
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new of possible in the development and internal at	its major or minor requirements?
If a course transfers as an elective only, it nature of the course, though it will likely no	may still be accepted or approved as an LDC course, depending on the of the ligible for Gen Ed status.
Which OUS school will the course transfer to? List all	<b>AAOT Foundational Requirement - Health/Wellness/Fitness</b> : One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the General Education form</li><li>☑ No</li></ul>

Section #3 Additional Information for	new LDC courses	
How or where will the course be taught. Check all that apply	<ul> <li>         ✓ on campus         <ul> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signat</li> <li>other (explain)</li> </ul> </li> </ul>	ture and submit)
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro-	vide 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 Depar	tments	
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:	<ul><li>Next available term after approval</li><li>Specify term AFTER the next available</li></ul>		
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 Administrativ	e Liaison	Email	
Jennifer Piper		Jennifer.piper1@pcc.edu	
This signature block is NOT to be use with the pdf file to Curriculum – DC –		e. Please return the completed signature page	

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L				
Section #1 Gene	ral Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-58 Iquery@pc	519
Course Prefix and Number:	PE 130 E	# Credits:		
Course Title: (60 characters max)	Adapted Aquatic Physical Education II	Transcript Title (30 characters max)	Aquatic Ad	lapted Physical Education II
Can this course	☐ Yes	Contact hours:	Lecture:	
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:	
is 0 repeats		<b>4.0</b> 7 1. <b>2</b> . 1	Lab: 30	
If the course is compelling argu	repeatable then provide a ument.			
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 <b>Choose the default grade option</b> . What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	<u> </u>	Check all th		Default (Choose one)
	A-F (letter grade)	$\boxtimes$		
	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: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				
Course Description: (field will expand as	Provides exercises that deal with acute or chronic injuries to improve fitness, health and overall wellness through structured water exercise.			
needed)	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.			activities to promote and
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 Pre	erequisite A	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:	☐ Place	ment into:		
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:				
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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning 1. Adapt exercises learned in water to Improve overall physical fitness throughout Outcomes: their lifetime. (Use observable 2. Continue to develop their own adapted water activities including cardiorespiratory and measurable verbs) 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 Swim classes are conducted with small groups of students. Exercise routines will vary between activities and individual exercises, with another student or with the entire class. design: (from CCOG) Outcomes Individualized pre and post testing with record keeping assessment Exercise records and logs strategies: Course Aquatic warm-up and cool-down routines Content: Appropriate water exercises to promote cardiovascular fitness. Themes. Appropriate water exercises to promote muscular strength and endurance. Concepts, Issues and Appropriate water exercises to promote flexibility.

Skills: (from CCOG)	<ul> <li>Participation in individualized rehabilitation exercises.</li> <li>Demonstration of safe progressions in the water</li> </ul>
	<ul> <li>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.)</li> </ul>
	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			
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new of possible in the development and internal accolleagues at one or more OUS schools to 1. Is there an equivalent lower division course. Will a department accept the course for	its major or minor requirements?		
3. Will the course be accepted as part of the			
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	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>		
Identify comparables at Oregon schools			
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the General Education form</li><li>☒ No</li></ul>		

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 Depar	tments			
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:	<ul><li>Next available term a</li><li>Specify term AFTER</li></ul>	• •		
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		En	nail	
Levi Query		Iquery@pcc.edu		
SAC Administrative Liaison		En	nail	
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 $-$ 4 <sup>th</sup> floor.				

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-55 Iquery@pc	519
Course Prefix and Number:	PE 130F	# Credits:		
Course Title: (60 characters max)	Aquatic Adapted Physical Education III	Transcript Title (30 characters max)	Aquatic Ad	apted Physical Education III
Can this course	☐ Yes	Contact hours:	Lecture:	
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:	
is 0 repeats			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 <b>Choose the default grade option</b> . What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	,	Check all th		Default (Choose one)
	A-F (letter grade)	$\boxtimes$		
	Pass/No pass			
	Audit in consultation with faculty	$\boxtimes$		
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				
Course Description: (field will expand as needed)	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 Pre	requisite A	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:		Place	Placement into:		
course prefix & number:					☐ pre/co
course prefix & number:				☐ 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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning 1. Adapt exercises learned in water to Improve overall physical fitness throughout Outcomes: their lifetime. (Use observable 2. Continue to develop adapted water activities to challenge themselves including and measurable verbs) 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 Swim classes are conducted with small groups of students. Exercise routines will vary between activities and individual exercises, with another student or with the entire class. design: (from CCOG) Outcomes Individualized pre and post testing with record keeping assessment Exercise records and logs strategies: Course Aquatic warm-up and cool-down routines Content: Appropriate water exercises to promote cardiovascular fitness. Themes. Appropriate water exercises to promote muscular strength and endurance. Concepts, Issues and Appropriate water exercises to promote flexibility.

Skills: (from CCOG)	<ul> <li>Participation in individualized rehabilitation exercises.</li> <li>Demonstration of safe progressions in the water</li> </ul>
	<ul> <li>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.)</li> </ul>
	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			
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new of possible in the development and internal a	es that do not have a high transfer value has led to increasing attention to ate currently requires us to certify that at least one OUS school will accept that the state will soon require evidence of transferability, possibly ourse is approved. It is important that we address these issues as early as approval process for new courses. Faculty should communicate with ascertain how the course will transfer by answering these questions.		
2. Will a department accept the course for	•		
3. Will the course be accepted as part of the	·		
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	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>		
Identify comparables at Oregon schools			
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>		

Section #3 Additional Information for new LDC courses			
How or where will the course be taught. Check all that apply			

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.				
Name of certificate(s):	e as required, air elective or	a prerequisite: Tricase pre	# 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 Depart	tments			
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			
	T			
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 a	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		En	nail	
Levi Query		Iquery@pcc.edu		
SAC Administrativ	SAC Administrative Liaison		nail	
Jennifer Piper		Jennifer.piper1@pcc.e	du	
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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department:	Physical Education	Submitter name Phone Email	Delia McQu 971-722-744 delia.mcque	
Course Prefix and Number:	PE186N	# Credits:	1	
Course Title: 60 characters max	Zumba Fitness Gold	Transcript Title (30 characters max)	Zumba Fitr	ness Gold
Can this class be repeated?	⊠ Yes	Contact hours: PER TERM	Lecture:	
(for ART,	□ No	T EIX TEIXW	Lec/lab:	
cooperative ed, PE, independent study only)	How many times? 2		Lab: 30	
	NS: Check as many or as few option	<u>-</u>		
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 appl				Default (Choose one)
A-F (letter grade)				
	Pass/No pass			
	Audit in consultation with faculty			
•	uivalent to another? If yes, they	☐ Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
	tify only fees that are			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				s applicable. Avoid using the ons 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 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

and/or MTH prere		requested. However, if the SAC wants to set the RD, WR Ed/Discipline Studies list, you will need to use the Prerequisite edu/curriculum	
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: ☐ Placement into:		☐ Placement into:	
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n		Prerequisite Corequisite pre/co	
course prefix & n	umber:	Prerequisite Corequisite pre/co	
Addendum to Course Description:			
member, communication outcomes are recommendated	nity citizen, global citizen or lifelong le	will be able to do "out there" (in their life roles as worker, family earners), not in the classroom outcomes. Three to six uidelines on the curriculum website for more guidance on	
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Appy the benefits of physical conditioning, including cardiorespiratory fitness, muscle strength, balance, agility and flexibility</li> <li>Perform safe and effective Zumba GOLD exercises that will continue a lifelong fitness program.</li> <li>Incorporates fitness principles started in Zumba Gold in future exercise programming</li> </ul>		
Course activities and design: (from CCOG)	to improvements in cardiorespiratory *Perform safe and effective Zumba fi	erns, and the techniques associated with those rhythms	
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)	*Components of fitness-related phys *Principles of exercise training *Personal fitness assessment *Goal-setting for fitness *Personal fitness program design	t rate, Rate of Perceived Exertion (RPE) and talk test method sical fitness and their benefits for lifelong fitness varying physical conditions and individual fitness level	
Reason for the new course	Addition of a slower paced Zumba co	course to allow all participants enjoy Zumba fitness.	

S	ect	ion	#2	Trans	fera	biltiv

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?							
	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	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>	<ul><li>             ⊠ general education distribution requirement             □ general elective         </li></ul>					
Provide evidence of transferability: (minimum one, more preferred)	☐ Completed <u>Transferability Status</u> form						
Required for Gen Ed only	☐ E-mail correspondence with receiving institution ☐ Other - provide evidence	on					
Identify comparables at Oregon schools	<del>-   -</del> ·						
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No						
Section #3 Additional Information for ne	ew LDC courses						
How or where will the course be taught. Check all that apply	<ul><li>✓ on campus</li><li>hybrid</li><li>on-line (complete DL Modality form, obtain signat</li><li>other (explain)</li></ul>	ure and submit)					
Is this course in a degree or certificate	as required, an elective or a prerequisite? Please prov	vide 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:	nto the above program(s), i.e.						
Impact on other Programs and Departn	nents						
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 a	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 Chai	r	Email		
Levi Query		Iquery@pcc.edu		

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Jen Piper

SAC Administrative Liaison

Email

Jennifer.piper1@pcc.edu

#### 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			
$\boxtimes$	title			
$\boxtimes$	description (include requisites)			
$\boxtimes$	outcomes			
	prerequisites and co-requisites			
<u>Gra</u>	de option change			

exercises and dance/aerobic moves set to

Promotes improvement of cardiorespiratory

Latin and international music.

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	Section #1 General Information					
Department	Physical Education	Submitter name	Levi Query			
		Phone	971-722-5519			
		Email	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)

Introduces Zumba Fitness to improve health and overall wellness.

Teaches safe and proper rhythmic

Proposed Description

(include requisites)

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 worker, family member, community citizen, global citizen or lifelong learners), One to six outcome are recommended. See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.				
Current learning outcomes New learning outcomes				
(required information for all course revisions)				
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 and muscular endurance as attained in Zumba I  Apply skills from Zumba I to continue into Zumba II  Apply skills from Zumba I to continue int	Apply the benefits of cardiorespiratory fitness and			
Reason for change				
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the follow prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores	ing			
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:	con			
prefix & number: Prerequisite Corequisite pre/d	con			
Proposed prerequisites, corequisites and concurrent				
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area  Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placement into: .				
prefix & number:	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.						
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.							
that may impact of	ER DEPARTMENTS AND ( other departments or cam eir program or as a prerec	puses, such as academic	programs that require				
Please provide det	tails, who was contacted and	d the resolution.					
☐ Yes ⊠ No							
Implementation	Next available term	after approval					
term Specify term (if AFTER the next available term)							
	to complete the approval protails. www.pcc.edu/curriculu		e course. See the timeline				
Section # 2 Depart	tment Review						
•	been reviewed at the SAC le	evel and approved for subr	mission				
SAC Chair (type name)		Email	Date				
Levi Query		lquery@pcc.edu	1-16-2013				
SAC Administra	ative 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 – $DC - 4^{th}$ floor.							

### New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information						
Department: Physical Education		Submitter	Delia McQu	een		
			name	971-722-74	41	
			Phone	delia.mcque	een@pcc.edu	
			Email			
Course Prefix and Number:	182M		# Credits:	1		
Course Title:	Zumba Fitness II		Transcript Title	Zumba Fitr	ness II	
60 characters			(30 characters max)			
max			max)			
Can this class	X Yes		Contact hours:	Lecture:0		
be repeated? (for ART,	☐ No		PER TERM	Lec/lab:0		
cooperative ed,	How many times? 2			Lab: 30		
PE, independent study only)						
	NS: Check as many or a	as few option	ons as vou'd like	1		
	-	-	-	will be the opt	tion listed at the top of the	
dropdown menu	for the CRN. Students	who do no	t make a choice o	r do not make	a change in the dropdown menu	
					ce 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)						
			Check all tr	іат арріу	` <u> </u>	
	A-F (let	ter grade)			$\boxtimes$	
	Pas	s/No pass	X			
	Audit in consultation w	ith faculty	X			
Is this course equ	uivalent to another? If y	es, they	X Yes	Course Num	ber and Title	
must have the sa	ime description and out	comes.	□ No	PE 182Z Zumba Fitness		
	Course fee: Identify only fees that are above and beyond the usual PCC fees \$12					
Begin the course	Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the					
phrases: This col	phrases: This course will and/or Students will Include course recommendations in the description.					
Course					ontinues fundamental techniques	
Description:					of cardiorespiratory conditioning,	
(field will expand as needed)	muscie endurance, ar	ia riexibility	through the safe	and proper sk	cill 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 Pre	☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:			
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co		
course prefix & n	umber:		Prerequisite Corequisite pre/co		
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co		
Addendum to Course Description:					
member, communication outcomes are rec	nity citizen, global citizen or lifelong lea	arners), no	o do "out there" (in their life roles as worker, family t in the classroom outcomes. Three to six the curriculum website for more guidance on		
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				
Outcomes assessment strategies:	*Develop a lifelong fitness, health and wellness  *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				
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)	<ul><li>             ⊠ general education distribution requirement             □ general elective         </li></ul>		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving instituti ☐ Other - provide evidence	on		
Identify comparables at Oregon schools				
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the General Education form</li><li>☐ No</li></ul>			
Section #3 Additional Information for ne				
How or where will the course be taught. Check all that apply	hybrid			
Is this course in a degree or certificate a	as required, an elective or a prerequisite? Please pro	vide 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 Departm	nents			
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 eached.  This is a continuation of Zumba Fitness I				
Have you consulted with the SAC Chair(s) of other program(s) egarding potential impact such as ontent overlap, duplication, rerequisites, enrollment impact to. If yes, explain and/or describe				

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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 af  Specify term AFTER	• •		
courses will implement in fall or spring	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 Administrativ	re Liaison	Email		
Jen Piper		Jennifer.piper1@pcc.edu		

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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L	, , , , , , , , , , , , , , , , , , ,				
Section #1 General Information					
Department:	Dance	Submitter	Heidi Dyer		
·		name	4321		
		Phone	heidi.diaz@	pcc.edu	
		Email			
Course Prefix and Number:	D130A	# Credits:	1		
Course Title:	Modern Dance I	Transcript Title	Modern Dar	nce I	
(60 characters		(30 characters max)			
max)	Novel DC sources may not be				
Can this course	New LDC courses may not be repeated for credit effective	Contact hours: PER	Lecture:		
be repeated?	2013-14 school year.	QUARTER	Lec/lab:		
	-	Q0/II(I)	Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
Is this course equivalent to another? If yes, they		x Yes	Course Nun	nber and Title	
must have the same description and outcomes.		No	PE121A-Mo	dern Dance I	
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
	ault grade option. What is the de				
	for the CRN. Students who do not			a change in the dropdown menu ce if you have questions 971-722-	
	details on grade options see the A				
	y i	Check all th		Default (Choose one)	
	A-F (letter grade)	х		х	
	Pass/No pass	Х			
	Audit in consultation with faculty	х			
Begin each sente	ence in the course description with	an active verb, i.e	e. provides, ex	xplores, 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	Introduces fundamentals of Mode				
Description:				η, and dance specific terminology.	
(field will expand as	Audit available.		,		
needed)					

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

	111
Skills:	Identify and use basic arm positions
(from CCOG)	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.

Coolon #2 Transfordshay
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 a
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?

1. Is there an equivalent lower division course at the University?

Section #2 Transferabiltiv

- 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.

Hattire of the course, thought it will likely hot be eligible for Gen Eu 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>		
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     other (explain)	and submit)		
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.				
	Г			
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 a	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 – $DC - 4^{th}$ floor.				

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L	, , , , , , , , , , , , , , , , , , ,					
Section #1 General Information						
Department:	Dance	Submitter	Heidi Dyer			
·		name	4321			
		Phone	heidi.diaz@pcc.edu			
		Email				
Course Prefix and Number:	D 130B	# Credits:	1			
Course Title:	Modern Dance I	Transcript Title (30 characters	Modern Dance I			
(60 characters		max)				
max)	New LDC courses may not be					
Can this course be repeated?	repeated for credit effective	Contact hours: PER	Lecture:			
be repeated?	2013-14 school year.	QUARTER	Lec/lab:	Lec/lab:		
			Lab: 30			
If the course is repeatable then provide a						
compelling argument.						
Is this course equ	uivalent to another? If yes, they	x Yes	Course Nun	Course Number and Title		
must have the same description and outcomes.		No	PE121B-Mo	dern Dance I		
GRADE OPTIONS: Check as many or as few options as you'd like						
	ault grade option. What is the de					
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-		
	details on grade options see the A					
		Check all that apply		Default (Choose one)		
	A-F (letter grade)	х		Х		
Pass/No pass		х				
	Audit in consultation with faculty	Х				
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:	and moving with greater awareness. May be audited.					
(field will expand as						
needed)						

Addendum to	
Addendum to Course Description:	
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 Engage in and appreciate different forms of artistic expression through Modern Outcomes: Dance (Use observable Promote health and wellbeing via physical activity, self-expression, and group and measurable verbs) 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 Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation assessment Written reviews/critiques strategies: Other outcome assessment strategies may include: Creative project Class discussion Written exam

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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.

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?

nature of the course, though it will likely not be eligible for Gen Eu 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 Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence  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	x on campus  hybrid			
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate		a prerequisite? Please pro	ovide 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 Depar	tments			
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.				
rodonou.	<u> </u>			
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 a	• •		
Allow 2.4 months to complete the new		e next available: Fall 2013		
Allow 3-4 months to complete the new courses will implement in fall or spring				
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	e name)		nail	
Heidi Dyer	Heidi Dyer Heidi.diaz@pcc.edu			
SAC Administrative Liais	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 – $DC - 4^{th}$ floor.				

## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L					
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		
•			T L 12 TO IVIC	delli Bulloc 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)	х		Х	
	Pass/No pass	х			
	Audit in consultation with faculty	х			
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.				

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:					
course prefix & number:					
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 Engage in and appreciate different forms of artistic expression through Modern Outcomes: Dance. (Use observable Promote health and wellbeing via physical activity, self-expression, and group and measurable verbs) 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 Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation Outcomes assessment Practical Exam strategies: AND one of the following:

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	Written review/critique
	OR
	Performance in a PCC showing or concert
Course	Demonstrate beginning/intermediate skills in sequencing
Content:	Continue working with changes in levels
Themes, Concepts,	Utilize axial and locomotor movements
Issues and	Further examine use of line and shape
Skills:	Adapt choreography to varying tempos, kinds of music, etc.
(from CCOG)	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	Reworking repeatable courses.
new course	

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?

Hature of the course, though it will likely hot be eligible for Gen Eu 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>		
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		

101			
this time?			

Section #3 Additional Information for new LDC courses			
How or where will the course	x on campus		
be taught. Check all that apply	hybrid on-line (complete DL Modality form, obtain signature and submit)		
	other (explain)		
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments		
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		
	Т		
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		
		e 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			nail
Heidi Dyer Heidi.diaz@pcc.edu			
SAC Administrative Liais	son (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 –  $DC - 4^{th}$  floor.

## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

	<u> </u>				
Section #1 General Information					
Department:	Dance	Submitter	Heidi Dyer		
		name	4321		
		Phone	heidi.diaz@pcc.edu		
		Email			
Course Prefix and Number:	D 131B	# Credits:	1		
Course Title:	Modern Dance II	Transcript Title (30 characters	Modern Da	ince II	
(60 characters		max)			
max)	New LDC courses may not be	,			
Can this course be repeated?	repeated for credit effective	Contact hours: PER	Lecture:		
be repeated?	2013-14 school year.	QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ument.				
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title		
must have the same description and outcomes.		No	PE121D-Mo	odern Dance II	
GRADE OPTIONS: Check as many or as few options as you'd like					
	ault grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of				
	details on grade options see the A				
	•	Check all that apply		Default (Choose one)	
	A-F (letter grade)	х		Х	
Pass/No pass		х			
Audit in consultation with faculty		х			
Begin each sente	ence in the course description with	an active verb, i.e	e. provides, ex	cplores, 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  Continues development of Modern Dance technique at an Intermediate level with a focus on					
Course Description:				nediate level with a focus on ork, and functional technique. May	
(field will expand as	be audited.	Taribini quantioc	., 3	and the second confined and the second	
needed)					

General Education/Discipline Stu	udies Standard Prer	requisite A	pproval			
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						
course prefix & number:						
course prefix & number:					☐ 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 Engage in and appreciate different forms of artistic expression through Modern Outcomes: Dance. (Use observable Promote health and wellbeing via physical activity, self-expression, and group and measurable verbs) 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. Concept-based class structure Course activities and Body-Mind work to increase kinesthetic awareness design: (from CCOG) 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 Participation assessment Practical Exam strategies: Written review/critique OR performance in PCC dance concert or event Demonstrate intermediate skills in sequencing Course

	155		
Content:	Continue working with changes in levels		
Themes, Concepts,	Utilize axial and locomotor movements		
Issues and	Further examine use of line and shape		
Skills:	Adapt choreography to varying tempos, kinds of music, etc.		
(from CCOG)	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	Reworking repeatable courses.		
new course			

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?

hature of the course, thought it will likely hot be eligible for Gen Lu 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 Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence  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	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments			
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			
	Г			
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 a	after approval		
	x Specify term AFTER th	e next available: Fall 2013	3	
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				
	SAC level and approved for	submission		
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 Liais	son (type name)		nail	
Gene Flores	Gene.flores@pcc.edu			
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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L						
Section #1 Gener	Section #1 General Information					
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@	occ.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.						
	Ţ,	Check all th		Default (Choose one)		
	A-F (letter grade)	х		Х		
	Pass/No pass	Х				
	Audit in consultation with faculty	Х				
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)	Introduces fundamentals of Badevelopment of strength, flexi available.	•		n correct alignment, ty, and Ballet terminology. Audit		

Addendum to Course Description:	
If this course is re standard prerequisit- these prerequisit- and/or MTH prere Opt-out form ava	ion/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following lisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite illable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
course prefix & n	
course prefix & n	
None – please ex	
, 3333 <b>o</b>	•
worker, family r recommended. good outcomes	
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Apply lessons in ballet-specific anatomy, safe practices, and injury prevention in order to improve wellbeing and ballet performance.</li> <li>Engage in and appreciate different forms of artistic expression through ballet.</li> <li>Interpret ballet terminology to critically analyze future ballet instruction.</li> </ul>
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	: Transfera	abiltiv
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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?

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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
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 Depar	tments		
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.			
1000000			
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 a	• •	
Allow 3-4 months to complete the new	x Specify term AFTER the		heduled, Note: Most LDC
courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the	• • • • • • • • • • • • • • • • • • • •		
SAC Chair (type	e name)	En	nail
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	Liaison (type name) Email		
Gene Flores Gene.flores@pcc.edu			
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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L	<u> </u>	<del>-</del>			
Section #1 Gene	ral 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 th	at apply	Default (Choose one)	
	A-F (letter grade)	х		Х	
	Pass/No pass	х			
	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)	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 Pre	requisites - WR 115, RD 115 and MT	H 20 or equ	ivalent placement test scores			
☐ Placement in	nto:	☐ Place	ment into:			
course prefix & n	umber: D190A or PE120A		x Prerequisite			
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co			
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co			
None – please ex	κplain					
worker, family n	nember, community citizen, global See course outcomes guidelines o	citizen or	able to do "out there" (in their life roles as lifelong learners). Three to six outcomes are iculum website for more guidance on writing			
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Engage in and appreciate different forms of artistic expression through Ballet</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction through Ballet.</li> <li>Apply lessons in ballet-specific anatomy, safe practices, and injury prevention regarding correct alignment in order to improve wellbeing and ballet performance.</li> <li>Interpret ballet terminology and musicality to critically analyze future ballet instruction.</li> </ul>					
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					
<b>3.00</b> .	Other outcome assessment strate Written reviews/critiques Creative project Class discussion Written exam	egies may	include:			

Course	Explore the fundamentals of Ballet technique
Content: Themes, Concepts,	Learn and apply safe practices related to technical training in dance  Apply feedback given to foster improvement of technique
Issues and 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 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

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?

nature of the course, thought to will likely hot be eligible for Gen Eu 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>		
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	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments				
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				
	T				
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 a	after approval			
	x Specify term AFTER the				
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	Section # 4 Department Review				
This proposal has be reviewed at the	This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type	e name)	Email			
Heidi Dyer		Heidi.diaz@pcc.edu			
SAC Administrative Liais	son (type name)	Er	nail		

Gene Flores Gene.flores@pcc.edu

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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

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	x No	Contact hours: PER	Lecture:				
be repeated? PCC default	☐ Yes	QUARTER	Lec/lab:				
is 0 repeats	How many times?		Lab: 30				
If the course is repeatable then provide a compelling argument.							
Is this course equ	uivalent to another? If yes, they	⊠ Yes	Course Number and Title				
must have the sa	me description and outcomes.	☐ No	PE 120C Ba	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 th		Default (Choose one)			
	A-F (letter grade)	х		Х			
	Pass/No pass	Х					
Audit in consultation with faculty		х					
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 Ballet technique at 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 re standard prerequ these prerequisite and/or MTH prere	equesting approvisites: WR 115, Fes, or additional pequisites at a low	RD 115 and MTH 20 operequisites can be r	cipline Stud or equivalen equested. H	ies list, it will have it placement test s However, if the SA Studies list, you	e, as a default, the following scores. Higher levels of any of C wants to set the RD, WR will need to use the Prerequisite
	<u> </u>	115, RD 115 and MTF		· · · · · · · · · · · · · · · · · · ·	test scores
☐ Placement in	to:		Placer	ment into:	<u>,                                      </u>
course prefix & no	umber: D190B o	r PE 120B		x Prerequisite	☐ Corequisite ☐ pre/co
course prefix & n				Prerequisite	Corequisite pre/co
course prefix & no				Prerequisite	☐ Corequisite ☐ pre/co
None – please ex	plain				
worker, family n	nember, comm See course out	unity citizen, global	citizen or li	ifelong learners)	nere" (in their life roles as . Three to six outcomes are or more <u>quidance on writing</u>
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Engage in and appreciate different forms of artistic expression through Ballet.</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Integrate dynamic alignment and functional technique at an intermediate Ballet skill level.</li> <li>Compare and contrast beginning Ballet skills verses intermediate ballet skills.</li> <li>Engage in and appreciate different forms of artistic expression through ballet.</li> <li>Interpret ballet terminology and musicality to critically analyze future ballet instruction.</li> </ul>				
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 Written review	e assessment strate	egies may i	include:	

	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	Transferabiltiv
Section	#2	Transferación

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?

Trature of the course, though it will likely not be eligible for Gen Eu 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>			

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 I	new	LDC courses			
How or where will the course	χ	on campus			
be taught. Check all that apply		hybrid on-line (complete DL Modality form, obtain other (explain)	signature and submit)		
Is this course in a degree or certificate	e as	required, an elective or a prerequisite? Pleas	e 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 Depart	tmen	its			
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.					
	1				
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 Fall 2			
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.					
0					
Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type	nan	ne)	Fmail		

Heidi Dyer	Heidi.diaz@pcc.edu			
SAC Administrative Liaison (type name)	Email			
Gene Flores	Gene.flores@pcc.edu			
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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L		·					
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.							
•	uivalent to another? If yes, they me description and outcomes.		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 th		Default (Choose one)			
	A-F (letter grade)	х		Х			
	Pass/No pass	х					
	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)	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:			
If this course is re standard prerequ these prerequisite and/or MTH prere Opt-out form ava	isites: WR 115, RD 115 and MTH 20 es, or additional prerequisites can be	scipline Stud or equivale requested. Ed/Disciplinedu/curricul	idies list, it will have, as a default, the following ent placement test scores. Higher levels of any of However, if the SAC wants to set the RD, WR he Studies list, you will need to use the Prerequisite lum
☐ Placement in	•		ement into:
	umber: D191A or PE 120C		x Prerequisite
course prefix & n			Prerequisite Corequisite pre/co
course prefix & n			Prerequisite Corequisite pre/co
None – please ex			
worker, family n	nember, community citizen, global See course outcomes guidelines o	citizen or	e able to do "out there" (in their life roles as lifelong learners). Three to six outcomes are riculum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Engage in and appreciate different forms of artistic expression through Ballet.</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Integrate dynamic alignment and functional technique at an intermediate Ballet skill level.</li> <li>Compare and contrast beginning Ballet skills verses intermediate ballet skills.</li> <li>Engage in and appreciate different forms of artistic expression through ballet.</li> <li>Interpret ballet terminology and musicality to critically analyze future ballet instruction.</li> <li>Provide and interpret feedback regarding future performance.</li> </ul>		
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	Participation Practical exam		
strategies:	Other outcome assessment strate Written reviews/critiques Creative project	egies may	include:

	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

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?

Hature 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 Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D186 (WOU) DANC 272 (U of O)	

Is General Education or Cultural Diversity designation being sought at this time?  Yes – Subm x No		General Education form
Section #3 Additional Information for new How or where will the course be taught. Check all that apply	on campus hybrid	
	on-line (complete DL IV other (explain)	lodality form, obtain signature and submit)
Is this course in a degree or certificate a	s required, an elective or a	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 Departm	ents	
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 a Specify term AFTER the	
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 SA	AC level and approved for	submission
SAC Chair (type n	• •	Email
Heidi Dyer	<u></u>	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 pagwith the pdf file to Curriculum – DC – $4^{th}$ floor.	ge. Please return the completed signature page

## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	ral 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 Per	formance
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	
Choose the defa dropdown menu will automatically	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 th	at apply	Default (Choose one)
	A-F (letter grade)	X		Х
	Pass/No pass	Х		
Audit in consultation with faculty		Х		
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)	Requires audition for admission.			

General Education/Discipline Studies Standard Pr	erequisite A	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)				
course prefix & number: X Prerequisite				
course prefix & number:				
course prefix & number:				☐ pre/co
None – please explain		<u> </u>		

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 Engage the imagination through dance performance to explore new possibilities Outcomes: Appraise own skills and abilities, through feedback, to improve future performance (Use observable and measurable Engage in and appreciate different forms of artistic expression through dance performance verbs) Course Warm up activities and Review choreography (or structure) design: Introduce and/or create new choreography (or movement material) (from CCOG) Apply feedback to improve performance Observation and discussion Journaling or notes may be used Rehearsal Outcomes assessment Performance strategies: Performance Review/Critique Course Develop productive rehearsal and performance techniques Content: Contribute to rehearsal and performance process Themes, Choreographing or developing material from a source/focus Concepts, Gain skills in collaboration and interpersonal communication Issues and Skills: Manipulation or adaptation of choreographic material (from CCOG) 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 ov	er students tak

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?

nature of the course, though it will likely no	of 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
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	
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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# New Course Lower Division Collegiate (LDC)

L						
Section #1 Gene	Section #1 General Information					
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu			
Course Prefix and Number:		# Credits:	2			
Course Title: Dance Performance (60 characters max)		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.  New LDC courses may not be repeated for credit effective QUARTER  Contact hours: PER QUARTER  Lecture: Lecture						
If the course is compelling argu	repeatable then provide a ument.					
•	uivalent to another? If yes, they me description and outcomes.	☐ Yes x No	Course Number and Title			
Choose the defa dropdown menu will automatically	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 th	at apply	Default (Choose one)		
	A-F (letter grade)	х	х			
	Pass/No pass	х				
Audit in consultation with faculty		х				
presents, continu	ence in the course description with les, promotes, and improves. Do it is in the description. Please limit the	not use the words:	"course" or "	students". Include any		
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.						

General Education/Discipline Studies Standard Pre	erequisite A	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 MT	H 20 or equ	ivalent placement	test scores		
x Placement into: D210 (audition required)	x Placement into: D210 (audition required)				
course prefix & number: X Prerequisite					
course prefix & number:					
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 Engage the imagination through dance performance to explore new possibilities. Outcomes: Appraise own skills and abilities, through feedback, to improve future performance. (Use observable Engage in and appreciate different forms of artistic expression through dance performance. and measurable verbs) Apply elements as they relate to production of dance rehearsals and performances. Course Warm up activities and Review choreography (or structure) design: Introduce and/or create new choreography (or movement material) (from CCOG) Apply feedback to improve performance Observation and discussion Journaling or notes may be used Rehearsal Outcomes assessment Performance strategies: Performance Review/Critique Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation Course Develop productive rehearsal and performance techniques Content: Contribute to rehearsal and performance process Themes, Choreographing or developing material from a source/focus Concepts. Gain skills in collaboration and interpersonal communication Issues and Skills: Manipulation or adaptation of choreographic material (from CCOG)

	103			
	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	Reworking repeatable courses.			
new course				

S	ection	#2	Trans	fera	hiltiv
v	CCHOLL	π4	Halis	ıcıa	DIILIV

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.

nature of the course, thought t will likely hot be eligible for Geri 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>			
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.		

	184				
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 Depart	tments				
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 a	after approval			
		e next available: Fall 2013			
courses will implement in fall or spring	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 Chair (type	e name)		nail		
Heidi Dyer		Heidi.diaz@pcc.edu			
	SAC Administrative Liaison (type name) Email				
Gene Flores	1	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 – $DC - 4^{th}$ floor.					

# New Course Lower Division Collegiate (LDC)

L					
Section #1 General Information					
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu		
Course Prefix and Number:		# Credits:	3		
Course Title: Dance Performance (60 characters max)		Transcript Title (30 characters max)	Dance Performance		
Can this course be repeated?  New LDC courses may not be repeated?		Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 90		
If the course is compelling argu	repeatable then provide a ument.				
•	uivalent to another? If yes, they me description and outcomes.	☐ Yes x No	Course Number and Title		
Choose the defa dropdown menu will automatically	NS: Check as many or as few option ault grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This vit make a choice or option. Call the Co	do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
	·	Check all th		Default (Choose one)	
	A-F (letter grade)	х	х		
Pass/No pass		Х			
Audit in consultation with faculty		х			
presents, continu	ence in the course description with les, promotes, and improves. Do it is in the description. Please limit the	not use the words:	"course" or "	students". Include any	
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.					

General Education/Discipline	Studies Standard Pre	requisite A	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)					
course prefix & number: X Prerequisite					
course prefix & number:					
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 Organize and deliver verbal and non-verbal messages for effective audience reception and Outcomes: retention. (Use observable Engage the imagination through dance performance to explore new possibilities. and measurable verbs) 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 Warm up activities and Review choreography (or structure) design: Introduce and/or create new choreography (or movement material) (from CCOG) Apply feedback to improve performance Observation and discussion Journaling or notes may be used Outcomes Rehearsal assessment Performance strategies: Performance Review/Critique Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation Choreographer interview Choreography showing Course Develop productive rehearsal and performance techniques Content: Contribute to rehearsal and performance process

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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.

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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 eliqible 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
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

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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 Depar	tments			
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			
	Г			
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 a	after approval		
	x Specify term AFTER th	e next available: Fall 2013		
courses will implement in fall or spring	g terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.		
Continue # 4 Department Devisor				
Section # 4 Department Review  This proposal has be reviewed at the	SAC level and approved for	suhmission		
This proposal has be reviewed at the SAC level and approved for submission.  SAC Chair (type name)  Email				
Heidi Dyer	, namo)	Heidi.diaz@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Gene Flores	(3) (3) (3) (3)	Gene.flores@pcc.edu		
	ed in lieu of the signature pag 4 <sup>th</sup> floor.	e. Please return the completed signature page		

# New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department:	Dance	Submitter	Heidi Dyer		
·		name	4321		
		Phone	heidi.diaz@	pcc.edu	
		Email			
Course Prefix and Number:	D 230A	# Credits:	1		
Course Title:	Modern Dance III	Transcript Title	Modern Dance III		
(60 characters		(30 characters max)			
max)	Nov. I DC courses may not be	,			
Can this course	New LDC courses may not be repeated for credit effective	Contact hours: PER	Lecture:		
be repeated?	2013-14 school year.	QUARTER	Lec/lab:		
	,	QOZICIEN	Lab: 30		
If the course is	repeatable then provide a				
compelling argu	iment.				
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title		
must have the same description and outcomes.		No	PE121E-Mo	dern 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				
	for the CRN. Students who do not				
	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.				
	Ţ,	Check all th		Default (Choose one)	
	A-F (letter grade)	х		х	
Pass/No pass		х			
Audit in consultation with faculty		х			
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:	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.				
(field will expand as					
needed)					

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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 Prerequisite Corequisite pre/co course prefix & number: Prerequisite Corequisite course prefix & number: 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 Engage in and appreciate different forms of artistic expression through Modern Outcomes: Dance. (Use observable Promote health and wellbeing via physical activity, self-expression, and group and measurable verbs) 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 Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert

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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.

Hatare of the course, thought it will likely he	nature of the course, though it will likely hot be engine for our La 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 <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution		

		102		
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 r	new	LDC courses		
How or where will the course be taught. Check all that apply	x 0	n campus hybrid on-line (complete DL Mo other (explain)	odality form, obtain signa	ture and submit)
Is this course in a degree or certificate	e as	,	prerequisite? Please pro	vide 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 Depart	tmer	ts		
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.	Cro	ss-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.	Cro	ss-listed with PE		
Implementation term:		Next available term aft	ter approval	
	Х	Specify term AFTER the	next available: Fall 2013	
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term). T	terr	ns depending on the form	al approval process (see	timetable linking request
Section # 4 Department Review	016			
This proposal has be reviewed at the				71
SAC Chair (type	nan	101	□ □ □ □	nail

Heidi Dyer	Heidi.diaz@pcc.edu	
SAC Administrative Liaison (type name)	Email	
Gene Flores	Gene.flores@pcc.edu	
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with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

# New Course Lower Division Collegiate (LDC)

L				
Section #1 Gene	ral Information			
Department:			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	
•			T L 12 11 - WIO	dem m-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.				
	y i	Check all th		Default (Choose one)
	A-F (letter grade)	Х		Х
Pass/No pass		Х		
Audit in consultation with faculty		х		
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)  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.				

General Education/Discipline Studies Standard Pre	requisite A	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				
course prefix & number:				
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 Engage in and appreciate different forms of artistic expression through Modern Dance Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Integrate dynamic alignment and functional technique at an Advanced Modern verbs) 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 Concept-based class structure Course activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) 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 Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate advanced skills in sequencing

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Content:	Continue working with changes in levels
Themes, Concepts,	Utilize axial and locomotor movements
Issues and	Further examine use of line and shape
Skills:	Adapt choreography to varying tempos, kinds of music, etc.
(from CCOG)	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	Reworking repeatable courses.
new course	
	<u>l</u>

	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 <u>Transferability Status</u> 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?  DANC270 (U of O), D182 (WOU)  Yes – Submit the General Education form x No						

Section #3 Additional Information for new LDC courses				
How or where will the course	x on campus  hybrid			
be taught. Check all that apply		lodality form, obtain signa	ture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments			
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.	ther programs or disciplines at CC? If yes, explain and/or escribe the nature of cknowledgements and/or greements that have been			
	<u> </u>			
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.	nair(s) of other program(s) garding potential impact such as ntent overlap, duplication, erequisites, enrollment impact c. If yes, explain and/or describe e nature of acknowledgements or reements that have been			
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 a	after approval		
	x Specify term AFTER th	e 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			
SAC Chair (type	e name)		nail	
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Gene Flores Gene.flores@pcc.edu				
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## New Course Lower Division Collegiate (LDC)

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.	repeated for credit effective PER				
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			
Choose the defa dropdown menu t will automatically	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 th		Default (Choose one)		
	A-F (letter grade)	x		Х		
	Pass/No pass	х				
	Audit in consultation with faculty	х				
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)  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 Pro	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 MT	H 20 or equ	ivalent placement	test scores				
☐ Placement into:	☐ Place	ement into:					
course prefix & number:		x Prerequisite	☐ Corequisite	☐ pre/co			
course prefix & number: Prerequisite Corequisite pre/co							
course prefix & number:				☐ 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 Use improvisational skills to foster creativity, spontaneity, and interpersonal communication Outcomes: Engage in and appreciate different forms of artistic expression through dance (Use observable improvisation. and measurable verbs) Promote health and wellbeing via physical activity (i.e. dance), self-expression, and group interaction Course Warm up activities and Introduction or review of new concept design: Exploration of new concept via games and open and/or structured improvisations (from CCOG) Observation and discussion May include journaling Outcomes Participation assessment Creation of a group or solo score strategies: Other assessment strategies may include: Group or solo performance Research paper/project Exploration of different movement choices Course Content: Ensemble work Themes, Solo work Concepts, Structured improvisations working from a score Issues and Skills: Open improvisations (from CCOG) 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.					
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	3. Will the course be accepted as part of the University's distribution requirements?				
If a course transfers as an elective only, it nature of the course, though it will likely no	may still be accepted or approved as an LDC course, depending on the of the eligible for Gen Ed status.				
Which OUS school will the course transfer to? List all	U of O, WOU				
How does it transfer	x required or support for major				
Check all that apply	general education distribution requirement				
	general elective				
	other (provide details)				
Provide evidence of transferability:	Completed <u>Transferability Status</u> form				
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution				
Required for Gen Ed only  Other - provide evidence					
Identify comparables at Oregon schools	DANC271 (U of O), D260 (WOU)				

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 signal other (explain)	ture and submit)		
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				

x No

Is General Education or Cultural

Diversity designation being sought at this time?

202				
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:	<ul><li>Next available term a</li><li>x Specify term AFTER th</li></ul>	after approval e 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		Email		
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	son (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 – $DC - 4^{th}$ floor.				

New LDC course request (updated June 2012)

# New Course Lower Division Collegiate (LDC)

L					
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 Imp	rovisation	
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		
Choose the defa dropdown menu will automatically	NS: Check as many or as few option ault grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This to the transfer of the trans	r do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
	•	Check all th	at apply	Default (Choose one)	
	A-F (letter grade)	х		Х	
	Pass/No pass	х			
	Audit in consultation with faculty	х			
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)  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.					

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: ☐ Placement into:					
course prefix & number: D260		x Prerequisite	☐ Corequisite	☐ pre/co		
course prefix & number:						
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 Use improvisational skills to foster creativity, spontaneity, and interpersonal communication Outcomes: Engage in and appreciate different forms of artistic expression through dance improvisation (Use observable Promote health and wellbeing via physical activity (dance), self-expression, and group and measurable verbs) Critically analyze feedback to improve dance performance Course Warm up activities and Introduction or review of new concept design: Exploration of new concept via games and open and/or structured improvisations (from CCOG) Observation and discussion May include journaling Outcomes Participation assessment Creation of a group or solo score strategies: AND one of the following: Group or solo performance Research paper/project Course Exploration of different movement choices Content: Ensemble work Themes, Solo work Concepts, Structured improvisations working from a score Issues and Skills: Open improvisations (from CCOG) 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				
How does it transfer x required or support for major  Check all that apply general education distribution requirement				
Chack all that annly	I I I deneral education distribution reduirement			

	☐ general elective		
	other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other provide evidence</li> </ul>		
Identify comparables at Oregon schools	Other - provide evidence DANC271 (U of O), D260 (WOU)		
identify comparables at Oregon schools	DANG271 (0 01 0), D200 (WOO)		
Is General Education or Cultural	☐ Yes – Submit the General Education form		
Diversity designation being sought at this time?	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 signated other (explain)	iture and submit)		
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide 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				

206				
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 a x Specify term AFTER th	after approval e 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		Email		
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	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 – $DC - 4^{th}$ floor.				

# New Course Lower Division Collegiate (LDC)

L		•					
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.							
•	uivalent to another? If yes, they me description and outcomes.		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.							
	Ţ	Check all th		Default (Choose one)			
	A-F (letter grade)	х		Х			
	Pass/No pass	х					
	Audit in consultation with faculty	х					
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 Ballet technique at an advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique and performance. May be audited.						

	208				
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 in					
	umber: D191B or PE 120 D				
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.				
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Engage in and appreciate different forms of artistic expression through Ballet.</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Integrate dynamic alignment and functional technique at an intermediate Ballet skill level.</li> <li>Compare and contrast intermediate Ballet skills verses advanced ballet skills.</li> <li>Apply ballet routine design that focuses on manipulating the choreography.</li> </ul>				
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.

<b>)</b>	<u> </u>
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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>

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 I	new	LDC courses		
How or where will the course	χC	n campus		
be taught. Check all that apply		hybrid on-line (complete DL Modality other (explain)	/ form, obtain signa	ture and submit)
Is this course in a degree or certificate	e as i	required, an elective or a prere	quisite? Please pro	vide 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 Depart	tmen	ts		
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 ap	•	
		Specify term AFTER the next a		
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.				
0				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name)				

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 – $DC - 4^{th}$ floor.				

# New Course Lower Division Collegiate (LDC)

L						
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.			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 th	at apply	Default (Choose one)		
	A-F (letter grade)	Х		Х		
Pass/No pass		х				
	Audit in consultation with faculty	х				
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)	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 Educati	ion/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 Pre	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement in	nto: Placement into:					
course prefix & n	umber: D290A or PE120E x Prerequisite Corequisite pre/co					
course prefix & n	umber: Prerequisite Corequisite pre/co					
course prefix & n						
None – please ex	kplain					
worker, family n recommended. good outcomes Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>UTCOMES: Describe what the student will be able to do "out there" (in their life roles as member, community citizen, global citizen or lifelong learners). Three to six outcomes are l. See course outcomes guidelines on the curriculum website for more guidance on writing s.</li> <li>Engage in and appreciate different forms of artistic expression through Ballet.</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Integrate dynamic alignment and functional technique at an intermediate Ballet skill level.</li> <li>Compare and contrast intermediate Ballet skills verses advanced ballet skills.</li> <li>Apply ballet routine design that focuses on increasing complexity of the choreography.</li> <li>Utilize techniques that promote expression and communication through Ballet.</li> </ul>					
Course activities and design: (from CCOG)  Outcomes assessment strategies:	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) 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.

I hattire of the course, though it will likely not be eligible for Gen Eu 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	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>			

Identify comparables at Oregon school	ols	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	ow or where will the course x on campus					
be taught. Check all that apply		hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)				
Is this course in a degree or certificate	e as ı	required, an elective or a	a prerequisite? Please pro	ovide 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.						
	1					
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.						
	Т					
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 a	• •			
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.						
, and the second second second		ay are encopsioned				
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 – $DC - 4^{th}$ floor.				

#### 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	<u>camediam@pcc.cda</u>
description (include requisites)	
☐ outcomes	
prerequisites and co-requisites	
Grade option change	

Section #1 G	eneral 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	1 ,		

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)

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					
worker, fam are recomm	OUTCOMES: Describe what the illy member, community citizen, glanded See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	rners), One to six	coutcomes
Cu	rrent learning outcomes		New lear	ning outcomes	
(requir	ed information for all course revisions)				
	<ul> <li>Improve general and swimming fitness levels for maintaining lifelong health and fitness.</li> <li>Develop and apply proper swimming skills and technique for lifelong enjoyment of swimming.</li> <li>Apply knowledge and respect for universal water safety and rules around the pool environment.</li> </ul>				
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 prerequisite	s, core	quisites and cond	current	
If	you are <b>NOT</b> changing prerequisi	ites or c	o-requisites DO N	OTHING in this ar	rea
Standard	d prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placement test s	scores
☐ Placeme	ent into: .				
prefix & nur	nber:		Prerequisite	☐ Corequisite	☐ pre/con
prefix & nur	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
If	Proposed prerequisit you are <b>NOT</b> changing prerequisi		•		rea
Standard	d prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placement test s	scores
☐ Placeme	ent into: .				
prefix & nur	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:		☐ Prerequisite ☐ C	orequisite
			<b>1</b>
	d for related instruction? Pleaded instruction templates.	ease confirm this by reviewing	☐ 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 <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 det	tails, who was contacted and	d the resolution.	
☐ Yes x☐ No			
Implementation term	x Next available term	• •	
		ER the next available term)	0 " "
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 Depart	tment Review		
This proposal has	been reviewed at the SAC I	evel and approved for submissi	on
SAC Chair (type name) Email Date		Date	
Levi Query		lquery@pcc.edu	1/16/13
SAC Administrative Liaison (type name)		Email	Date
Jen Piper	Jen Piper Jennifer.piper1@pcc.edu 1/16/13		
	is NOT to be used in lieu of the to Curriculum – DC – 4 <sup>th</sup> floor	e signature page. Please return th	e completed signature

#### 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
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Section #1 G	seneral 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. **Proposed Description** Current Description (required information for all course (include requisites) revisions. Include requisites) Aquatic Exercise Includes aerobic exercise, Includes aerobic exercise, strength conditioning, and strength conditioning, and stretching stretching movements set to music, in an aquatics movements set to music. Performed in environment. Incorporates exercise in both shallow and shallow and deep water to reduce the effects deep water to in order to take advantage of the natural of gravity. Swimming skills are not required. buoyancy and resistance properties of water. Swimming skills are not required.

Reason for change	To bring the course description v	erbiage/	e up to 2012/13 CC	Standards	
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gleended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
	rent learning outcomes ed information for all course revisions)		New lear	ning outcomes	
<ul><li>Dev</li><li>lifelon</li><li>Reco</li></ul>	rove physical conditioning elop skills for maintaining g health and fitness ognize and apply the value enefits of physical fitness	•	Utilize aquatic exe ifetime physical cor Develop individua ifelong health and f Apply the value an the aquatics enviror	nditioning. I workouts for main itness. Id benefits of exerc	ntaining
Reason for change	or				
prerequisites If the SAC wa	S: Note: If this course has been approx: WR 115, RD 115, and MTH 20 or equants to set the RD, WR and/or MTH p	quivalen	t placement test scor	res	· ·
Prerequisite (					
If	Current prerequisite you are NOT changing prerequisi	•	-		<b></b>
	d prerequisites - WR 115, RD 115		•		
☐ Placeme	nt into:				
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:		Corequisite	pre/con		
lf	Proposed prerequisityou are <b>NOT</b> changing prerequisi		•		ea
	prerequisites - WR 115, RD 115				
☐ Placeme	nt into: .				
prefix & nun	nber:		☐ Prerequisite	Corequisite	pre/con
prefix & nun			☐ Prerequisite	Corequisite	pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
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 de	tails, who was contacted and	d the resolution.		
☐ Yes ☐ No	N.A.			
Implementation	x Next available term	ofter approval		
term	l <u> </u>	• •		
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 Depart	tment Review			
This proposal has been reviewed at the SAC level and approved for submission				
SAC Ch	SAC Chair (type name) Email Date			
Levi Query	Levi Query Iquery@pcc.edu 12/11/12			
SAC Administrative Liaison (type name) Email Date		Date		
Jen Piper Jennifer.piper1@pcc.edu 1/15/13				
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 – $4^{th}$ floor.				

## Disc Golf Lower Division Collegiate (LDC)

L				
Section #1 Gene	ral Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query, 971-722-55 lquery@pcc	
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 compelling argu	repeatable then provide a ument.	Yes	Improve upo	on skills the second term if desired.
Is this course equivalent to another? If yes, they must have the same description and outcomes.				
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 th	at 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 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.			components of physical fitness	

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.)

If this course is restandard prerequithese prerequisite and/or MTH prerecopt-out form avaitable. Standard Pre	isites: WR 115, RD 115 and MTH 20 or es, or additional prerequisites can be recquisites at a lower level on the Gen Edable on the Curriculum website pcc.ed requisites - WR 115, RD 115 and MTH	cipline Studies list, it will have, as a default, the following or equivalent placement test scores. Higher levels of any of equested. However, if the SAC wants to set the RD, WR d/Discipline Studies list, you will need to use the Prerequisite du/curriculum
☐ Placement in	to:	Placement into:
course prefix & no		Prerequisite Corequisite pre/co
course prefix & no		Prerequisite Corequisite pre/co
course prefix & n		Prerequisite Corequisite pre/co
None – please ex	plain	
worker, family n	nember, community citizen, global o See course outcomes guidelines o	ent will be able to do "out there" (in their life roles as citizen or lifelong learners). Three to six outcomes are n the curriculum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	not limited to skill-related fitne time), muscular fitness and flex  Perform safe and effective skil  Apply knowledge of rules and	lls and techniques for Disc Golf.
Course activities and design: (from CCOG)	Rules Game play Skill drills Oral Presentations	
Outcomes assessment strategies:	<ul> <li>Attendance &amp; Active participa</li> <li>Demonstrations of physical to Demonstrate appropriate behind Research on internet</li> <li>Oral presentations</li> <li>Written assignments and/or experience</li> </ul>	echniques given throughout the course naviors of players on the course.
Course Content: Themes, Concepts, Issues and Skills:	<ul> <li>Warmup and cooldown</li> <li>Practicing Disc Golf skills t</li> <li>Demonstration of etiquette</li> <li>Scoring games</li> </ul>	through drills and game play during play

(from CCOG)

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 <u>Transferability Status</u> form  E-mail correspondence with receiving institution  Other - provide evidence			
Identify comparables at Oregon school	3			
Is General Education or Cultural Diversity designation being sought at this time?	<ul> <li>☐ Yes – Submit the General Education form</li> <li>☐ No</li> </ul>			
Section #3 Additional Information for no	w 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):

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:

Impact on other Programs and Departments

Name of degree(s):

# credits:

# credits:

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:	<ul><li>Next available term a</li><li>Specify term AFTER</li></ul>	• •		
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   Iquery@pcc.edu				
SAC Administrative Liais	on (type name)	Email		
Jen Piper	, , ,	Jennifer.piper1@pcc.edu		
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with the pdf file to Curriculum – DC – $4^{th}$ floor.				

## New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	Physical Education	Submitter	Delia McQu	een
		name	971-722-74	41
		Phone	delia.mcque	en@pcc.edu
		# Credits:		
Course Prefix and Number:	PE 140 A		1	
Course Title:	Boxing I	Transcript Title	Boxing I	
(60 characters max)		(30 characters max)		
Can this course	⊠ No	Contact hours:	Lecture:	
be repeated? PCC default	☐ YES	PER QUARTER	Lec/lab:	
is 0 repeats	How many times? 0		Lab: 30	
	repeatable then provide a			
compelling argu	ıment.			
Is this course equivalent to another? If yes, they		Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
	NS: Check as many or as few option	-		
	nult grade option. What is the de			
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-
	details on grade options see the A			
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
Audit in consultation with faculty				
	ence in the course description with			
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:	i i			
(field will expand as twice for credit. Boxing gloves and hand wraps are required.				
needed)				

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				
standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of				
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				
☐ Placement into: ☐ Placement into:				
course prefix & number: Prerequisite Corequisite pre/co				
course prefix & number:				
course prefix & number:				
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 \* Understand boxing as a sport and as a method of developing Learning physical fitness. Outcomes: \* Apply the fundamental rules of engagement, strategies, and tactics of the sport. (Use observable and measurable \* Pursue an increased level of aerobic and anaerobic levels of fitness and increased level of agility, verbs) coordination, and flexibility. \*Develop a lifelong fitness, health and wellness program Course \*Improvement of overall physical conditioning through Boxing techniques activities and \*Perform safe and effective Boxing techniques design: \*Develop life-long fitness, health and wellness (from CCOG) Outcomes \*Pre/post fitness testing assessment \*Individual fitness programs \*Active partition/effort strategies: \*Demonstrations of proficiency \*Written assignments and/or exams Course \*Practice safe and effective warm-ups and cool-downs Content: \*Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method Themes. \*Components of fitness-related physical fitness and their benefits for lifelong fitness Concepts, \*Personal fitness assessment Issues and \*Goal-Setting Skills: \*Personal fitness program design \*Modify exercises and activities for varying physical conditions and individual fitness level (from CCOG) Reason for the Round out our martial arts program by adding Boxing which has been requested by students for new course 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.				
<ol> <li>Is there an equivalent lower division</li> <li>Will a department accept the course</li> </ol>	•			
	of the University's distribution requirements?			
·	, it may still be accepted or approved as an LDC cou	rse, depending on the		
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:	<u> </u>			
(minimum one, more preferred)	☐ E-mail correspondence with receiving institut	ion		
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 ne	w LDC courses			
How or where will the course	on campus			
be taught. Check all that apply	<ul><li>☐ hybrid</li><li>☐ on-line (complete DL Modality form, obtain signa</li><li>☐ other (explain)</li></ul>	iture and submit)		
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 Departn	nents			
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

	230		
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 a	after approval	
'	Specify term AFTER	• •	
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 Liais	on (type name)	Email	
Jen Piper		Jennifer.piper@pcc.edu	
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## New Course Lower Division Collegiate (LDC)

L				
Section #1 General Information				
Department:	Physical Education	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@p	
Course Prefix and Number:	PE 180 I	# Credits:	1	
Course Title: (60 characters max)	Aquatic Exercise II	Transcript Title (30 characters max)	Aquatic Exe	rcise II
Can this course	☐ Yes	Contact hours:	Lecture:	
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:	
is 0 repeats			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.				
7010. Tot more details on grade options see the 7		Check all th		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: <i>This course will</i> and/or <i>Students will</i> 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			

Addendum to Course Description:					
	ion/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 Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement in	nto: Placement into:				
course prefix & n	umber: Prerequisite Corequisite pre/co				
course prefix & n	umber: Prerequisite Corequisite pre/co				
course prefix & n					
None – please ex	xplain				
worker, family r	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing				
Learning Outcomes: (Use observable and measurable verbs)	Outcomes: (Use observable and measurable early measurable)  • Develop individual workouts for maintaining lifelong health and fitness.  • Incorporate speed, agility, and quickness work into future workouts.				
Course activities and design: (from CCOG)	Included below in "Course Content"				
Outcomes	Beginning and end of term fitness assessments.				
assessment strategies:	Written personal workout				
oli diogioo.	Class participation				
Course	Safe and effective warm-up, cool down, and flexibility exercises.				
Content:	Safe and effective use of equipment				
Themes, Concepts,	Monitor heart rate as a means of controlling and assessing exercise intensity				
Issues and	Ratings of perceived exertion scale				
Skills:	Safe and effective aquatic exercise routines  Strength pring of major and minor muscle groups				
(from CCOG)	<ul> <li>Strengthening of major and minor muscle groups</li> <li>Cardiovascular fitness</li> </ul>				
	Resistance properties of water				
	Practice safe and effective warm-up, cool down, and flexibility exercises				
	Demonstrate safe and effective use of the equipment				

	<ul> <li>Correctly utilize heart rate as a means of controlling and assessing exercise intensity</li> <li>Utilize the Ratings of Perceived Exertion scale to assess and prescribe exercise intensity</li> <li>Perform safe and effective aquatic exercise routines</li> <li>Develop and improve strength in the major and minor muscle groups</li> <li>Identify the benefits and adaptations of cardiovascular exercise</li> <li>Apply the resistance properties of water to perform and develop aquatic exercise routines.</li> <li>Utilize AQx sports equipment/exercises to develop speed, quickness, and agility.</li> </ul>
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 tak

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	<b>AAOT Foundational Requirement - Health/Wellness/Fitness</b> : One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the General Education form</li><li>☒ No</li></ul>

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

How or where will the course be taught. Check all that apply					
other (explain)  Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.					
Name of certificate(s):	e as required, air elective or a	a prerequisite? Flease pro	# credits:		
Name of degree(s):			# credits:		
. , ,			# Credits.		
into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
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:		after approval			
	Specify term AFTER				
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					
·	SAC level and approved for	submission			
SAC Chai	This proposal has be reviewed at the SAC level and approved for submission.  SAC Chair  Email				
Levi Query		Iquery@pcc.edu			
SAC Administrativ	e Liaison_	Em	nail		
Jennifer Piper			Jennifer.piper1@pcc.edu		
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# New Course Lower Division Collegiate (LDC)

L					
Section #1 General Information					
Department:	Physical Education	Submitter	Mike Guthrie		
		name	X4215		
		Phone	mguthrie@pcc.edu		
	DE 400 N	Email			
Course Prefix and Number:	PE 180 N	# Credits:	1		
Course Title: (60 characters	Swim Conditioning III	Transcript Title (30 characters	Swim Conditioning III		
max)		max)			
Can this course	☐ Yes	Contact hours:	Lecture:		
be repeated?  PCC default	⊠ No	PER QUARTER	Lec/lab:		
is 0 repeats			Lab: 30		
	repeatable then provide a				
compelling argu	ument.				
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				
	for the CRN. Students who do not				
will automatically	be assigned to the default grade of	option. Call the Co	urriculum Office	e if you have questions 971-722-	
7813. For more	details on grade options see the A				
		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: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.					
Course				ce, muscular strength/endurance, and	
Description:	flexibility. Includes water/l	s water/land exercises, lap swimming and water games. Incorporates all of the			
(field will expand as				en water swimming techniques.	
needed)	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 Pre	Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement in	ito:		☐ Place	ment into:		T
course prefix & nu				Prerequisite		pre/co
course prefix & nu				Prerequisite		pre/co
course prefix & nu				Prerequisite	e Corequisite	pre/co
None – please ex	cpiain					
worker, family m	nember, comr See course o	scribe what the studenunity citizen, global utcomes guidelines o	citizen or li	ifelong learner	s). Three to six ou	tcomes are
Learning Outcomes: (Use observable and measurable verbs)	•	Improve general and fitness.  Develop and apply pof swimming.  Incorporate the back conditioning workout Utilize techniques for Apply knowledge an environment.	oroper swim k crawl, breauts. or efficient s	ming skills and ast stroke, and l	technique for lifelon butterfly into future en water.	g enjoyment swim
Course activities and design: (from CCOG)	0 0 0	Perform various trai and continuous. Demonstrate proper Demonstrate proper boards. Perform skill drills ar kicking, press	ning methor warm-up, or use of equind games in ostroke, swi	ds including into cool down, and ipment includin cluding 2-pool simming golf, wa	erval, fartlek, long-sl flexibility exercises f ng fins, paddles, pull swims, finger drag, v nter polo, relay races	ow-distance, for swimming. buoys, kick ertical flutter

Outcomes assessment strategies:	<ul> <li>Beginning, ongoing, and end of term skill and fitness assessments.</li> <li>Video tape stroke analysis, and teacher observation</li> <li>Class participation</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul> <li>Safety aspects of aquatics</li> <li>Swimming training methods</li> <li>Hydrodynamic principles</li> <li>Skill/fitness development and improvement</li> <li>Lap swimming etiquette</li> <li>Opportunities for community/competitive swimming</li> <li>Creating a positive environment for enjoying swimming training</li> <li>Benefits of a physically active lifestyle</li> <li>Workout variations (incorporating the breast stroke, back crawl, butterfly into workouts).</li> <li>Sighting, alternate side breathing, recovery, and glide for improved open water techniques.</li> </ul>
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 AAOT Foundational Requirement - Health/Wellness/Fitness: One or transfer to? List all more courses totaling at least three credits: 3 PE courses. required or support for major How does it transfer general education distribution requirement Check all that apply general elective other (provide details) Provide evidence of transferability: ☐ Completed Transferability Status form (minimum one, more preferred) ☐ E-mail correspondence with receiving institution Required for Gen Ed only 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	⊠ No		
Section #3 Additional Information for	new LDC courses			
How or where will the course	on campus			
be taught. Check all that apply	X hybrid			
	other (explain)	Modality form, obtain signa	ature and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar				
Are there similar courses existing in	No			
other programs or disciplines at PCC? If yes, explain and/or				
describe the nature of				
acknowledgements and/or				
agreements that have been reached.				
reactieu.				
Have you consulted with the SAC	No need			
Chair(s) of other program(s)	THO HOOD			
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	No			
another department or campus? If	110			
yes, explain and/or describe the				
nature of acknowledgments and/or				
agreements that have been reached.				
Implementation term:	Next available term a	after approval		
·	Specify term AFTER	the next available		
Allow 3-4 months to complete the new				
courses will implement in fall or spring				
and review to implementation term).	There may be exceptions for	LDC disciplines that opera	ate as CTE programs.	
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
	SAC Chair		nail	
Levi Query		Iquery@pcc.edu		
SAC Administrativ	re Liaison	Er	nail	
O/ (O / (diffill libitative Liaisoff				

Jen Piper Jennifer.piper1@pcc.edu

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# New Course Lower Division Collegiate (LDC)

		on or notally to <u>our</u>	Trodiam (de, p o	<u> </u>	
Section #1 General Information					
Department:	Physical Education	Submitter name Phone Email	Mike Guthrie X4215 mguthrie@p		
Course Prefix and Number:	PE 180 J	# Credits:	1		
Course Title: (60 characters max)	Aquatic Exercise III	Transcript Title (30 characters max)	Aquatic Exe	rcise III	
Can this course	☐ Yes	Contact hours: PER	Lecture:		
be repeated? PCC default	⊠ No	QUARTER	Lec/lab:		
is 0 repeats			Lab: 30		
If the course is repeatable then provide a compelling argument.					
Is this course equivalent to another? If yes, they		☐ Yes			
must have the same description and outcomes.		No No			
Choose the defa dropdown menu t will automatically	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 th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
	Audit in consultation with faculty	$\boxtimes$			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.					
Course Description:  (field will expand as needed)  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 Addon, Pyramid, and Layer choreography. Swimming skills are not required. Recommended: Aquatic Exercise II.					

Addendum to Course Description:	
If this course is re standard prerequithese prerequisite and/or MTH prere	con/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	to: Placement into:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
course prefix & n	
None – please ex	rplain
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable verbs)	<ul> <li>Utilize aquatic exercise skills to improve lifetime physical conditioning.</li> <li>Develop individual workouts for maintaining lifelong health and fitness.</li> <li>Incorporate speed, agility, and quickness work into future workouts.</li> <li>Incorporate choreography variations into future workouts.</li> <li>Apply the value and benefits of exercising in the aquatics environment.</li> </ul>
Course activities and design: (from CCOG)	Included below in "Course Content"
Outcomes assessment strategies:	<ul> <li>Beginning and end of term fitness assessments.</li> <li>Written personal workout</li> <li>Class participation</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul> <li>Safe and effective warm-up, cool down, and flexibility exercises.</li> <li>Safe and effective use of equipment</li> <li>Monitor heart rate as a means of controlling and assessing exercise intensity</li> <li>Ratings of perceived exertion scale</li> <li>Safe and effective aquatic exercise routines</li> <li>Strengthening of major and minor muscle groups</li> <li>Cardiovascular fitness</li> </ul>

	<ul> <li>Resistance properties of water</li> <li>Practice safe and effective warm-up, cool down, and flexibility exercises</li> <li>Demonstrate safe and effective use of the equipment</li> <li>Correctly utilize heart rate as a means of controlling and assessing exercise intensity</li> <li>Utilize the Ratings of Perceived Exertion scale to assess and prescribe exercise intensity</li> <li>Perform safe and effective aquatic exercise routines</li> <li>Develop and improve strength in the major and minor muscle groups</li> <li>Identify the benefits and adaptations of cardiovascular exercise</li> <li>Apply the resistance properties of water to perform and develop aquatic exercise routines.</li> <li>Utilize AQx sports equipment/exercises to develop speed, quickness, and agility.</li> <li>Practice a variety of choreography techniques including Pyramid, Add-on, and Layer.</li> </ul>
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 taki

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.

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	<b>AAOT Foundational Requirement - Health/Wellness/Fitness</b> : One or more courses totaling at least three credits: 3 PE courses.			
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>			
Identify comparables at Oregon schools				
Is General Education or Cultural Diversity designation being sought at	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☒ No</li></ul>			

this time?				
Section #3 Additional Information for new LDC courses				
How or where will the course	on campus			
be taught. Check all that apply	hybrid	Andality forms abtain aigmature an	d ab.mait)	
,	other (explain)	Modality form, obtain signature and	a Submit)	
Is this course in a degree or certificate		a prerequisite? Please provide de	tails.	
Name of certificate(s):		# cred		
Name of degree(s):		# cred	its:	
Briefly explain how this course fits				
into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depart	tments			
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 a	after approval		
•	☐ Specify term AFTER	• •		
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.				
and review to implementation term). I	Tiere may be exceptions for	LDO disciplines that operate as o	IL programs.	
Section # 4 Department Review	Section # 4 Department Review			
This proposal has be reviewed at the	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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# New Course Lower Division Collegiate (LDC)

	,				
Section #1 General Information					
Department:	Physical Education	Submitter	Mike Guthrie		
		name	X4215		
		Phone	mguthrie@pc	c.edu	
0 5 6	PE 180 M	# Credits:			
Course Prefix and Number:	PE 180 IVI		1		
Course Title: (60 characters	Swim Conditioning II	Transcript Title (30 characters	Swim Condit	tioning II	
max)		max)			
Can this course	Yes	Contact hours:	Lecture:		
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:		
is 0 repeats			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	iment.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.		Yes			
GRADE OPTIONS: Check as many or as few option					
	•	•	uill ha tha antia	un lieted at the ten of the	
	ault grade option. What is the de for the CRN. Students who do not				
will automatically	be assigned to the default grade of	option. Call the Co	urriculum Office	e if you have questions 971-722-	
7813. For more	details on grade options see the A				
		Check all that apply		Default (Choose one)	
	A-F (letter grade)	$\boxtimes$			
	Pass/No pass	$\boxtimes$			
Audit in consultation with faculty		$\boxtimes$			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.					
Course	Uses aspects of swim skills	to improve cardiov	ascular enduranc	ce, muscular strength/endurance, and	
Description:		es water/land exercises, lap swimming and water games. Incorporates all of the es for improved conditioning. Recommended: Swim Conditioning; Intermediate			
(field will expand as	competitive strokes for implevel swim skills or equival		Kecommended	: Swim Conditioning; Intermediate	
needed)	io (o) s simile of equival				

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.

Outcomes assessment strategies:	<ul> <li>Beginning, ongoing, and end of term skill and fitness assessments.</li> <li>Video tape stroke analysis, and teacher observation</li> <li>Class participation</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul> <li>Safety aspects of aquatics</li> <li>Swimming training methods</li> <li>Hydrodynamic principles</li> <li>Skill/fitness development and improvement</li> <li>Lap swimming etiquette</li> <li>Opportunities for community/competitive swimming</li> <li>Creating a positive environment for enjoying swimming training</li> <li>Benefits of a physically active lifestyle</li> <li>Workout variations (incorporating the breast stroke, back crawl, butterfly into workouts).</li> </ul>
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.

The state of the s	
Which OUS school will the course transfer to? List all	<b>AAOT Foundational Requirement - Health/Wellness/Fitness</b> : One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>□ general elective</li> <li>□ other (provide details)</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>
Is General Education or Cultural Diversity designation being sought at this time?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>

Section #3 Additional Information for	new LDC courses		
How or where will the course			
be taught. Check all that apply	X hybrid ☐ on-line (complete DL Modality form, obtain signature and submit)		
.,,,	other (explain)	nodality form, obtain Signa	iture and Submit)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			ovide 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 Depar	tments		
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		
	Γ		
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		
	T		
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:			
	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			nail
Levi Query		lquery@pcc.edu	
SAC Administrativ	re Liaison	Email	
Jen Piper		Jennifer.piper1@pcc.e	du

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# Contact and/or Credit Hour Change

Section #1 General Information				
Department	Hospitality, Tourism, recreation Management	Submitter name, phone, and email	503-84	oynson 42-7507 son@nwresd.k12.or.us
Course prefix and number	HTM 280A	Course title	· · · · · · · · · · · · · · · · · · ·	
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				
	ONTACT AND CREDIT HOURS			FACT AND CREDIT HOURS
Lecture		Lecture		
Lecture/Lab	ture/Lab Lecture/Lab		1	
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 If	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?				
<ul><li>☐ Yes</li><li>☐ No</li><li>If yes, then you need to complete a degree/certificate change form located on the curriculum website</li></ul>				
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	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ⊠ No	If yes, please describe	
Implementation term		<ul><li>☑ Next available term after approval</li><li>☐ Specific term</li></ul>

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

#### Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information			
Department	Culinary Arts	Submitter name	Alan Joynson
		Phone	503-842-7507
		Email	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.

not use the words. Course and/or student. Include recommendations in the description.		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(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	

run as part o Students wil Manger and	ntation pieces. The class will of a small catering business. Il demonstrate skills in Garde Buffet presentations while quality standards. Corequisite:	skills i	catering business. n Garde Manger a nining quality stand	nd Buffet presenta	ations while		
Reason for change	Prerequisite change.						
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	coutcomes		
Cur	rent learning outcomes		New lear	ning outcomes			
(require	ed information for all course revisions)						
techniques i  Use a wor commonly u	roficiency in Garde Manger in a working kitchen. rking knowledge of products ised in the cold kitchen. iniques for curing and smoking						
foods.	ilques for curing and smoking						
	ausages, terrines and pâtés.						
	d present a buffet.						
1	alads and sandwiches in						
Adhere to standards.	solid quality and sanitation						
Reason for change	No change.						
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or e ants to set the RD, WR and/or MTH p	quivalen	t placement test sco	res			
Prerequisite (		rerequio	nted at a lower level,	you will need to do			
	Current prerequisite	s, core	quisites and cond	current			
If	you are <b>NOT</b> changing prerequis	ites or c	o-requisites DO N	OTHING in this ar	ea		
Standard	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placeme				Γ	Γ		
prefix & nun	nber: CA 265		Prerequisite		pre/con		
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con		
	Proposed prerequisites, corequisites and concurrent						

If you are <b>NOT</b> changing prerequisit	tes or c	co-requisites DO N	OTHING	<b>3</b> in this ar	ea	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
Placement into:						
prefix & number: CA 265			Со	requisite	☐ pre/con	
prefix & number:		☐ Prerequisite	Со	requisite	☐ pre/con	
Is this course used for related instruction? Plet the inventory of related instruction templates.	ease co	onfirm this by review	wing	☐ ye: ⊠ no		
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human re requires you to submit a <u>related instruction in course</u> revision form. Visit the comprehensive guidance.	lations CTE co	and 2) the hours o ourse form at the sa	of stude ame tim	nt learning le as you s	. Then this submit this	
IMPACT ON OTHER DEPARTMENTS AND ( that may impact other departments or cam this course for their program or as a prered	puses	, such as academ	ic prog	rams that		
Please provide details, who was contacted and the resolution.						
☐ Yes ☑ No						
Implementation		• •				
	Specify term (if All TEX the flext available term)					
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculus		before scheduling t	ne cour	se. See tr	ne timeline	
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 2					2	
SAC Administrative Liaison (type name)		Email			Date	
Lori Gates	gates	@tillamookbay.cc		October 2	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 – $4^{th}$ floor.						

## Contact and/or Credit Hour Change

Section #1 Ge	eneral Information					
Department	Culinary Arts	Submitter name, phone,	503-84	oynson 42-7507		
		and email	ajoyns	son@nwresd.k12.or.us		
Course prefix and number	CA 292	Course title	9			
•1 credit of led	cture meets 1 hr /wk (10 hr/term), pc-lab meets 2 hr/wk (20 hr/term), pl	us 1 hr of stu	dy, for			
CURRENT CO	ONTACT AND CREDIT HOURS	PROPOSEI	CON1	FACT AND CREDIT HOURS		
Lecture	33	Lecture		10		
Lecture/Lab	0	Lecture/Lab	1	100		
Lab	0	Lab		30		
Total contact hours/term	33	Total contact hours/term		140		
Total credits	3	Total credits	3	7		
Reason for change:	· · · · · · · · · · · · · · · · · · ·					
	UTCOMES: Are learning outcome is expected there will be a change			ange. If you are adding or removing		
☐ Yes If	Yes If yes, then complete the learning outcomes section of the course revision form found on the					
IMPACT ON I	DEGREE AND CERTIFICATES: A	re there deg	rees or	certificates affected by this change?		
campuses or	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	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ⊠ No	If yes, please describe	
Implementation term		<ul><li>☑ Next available term after approval</li><li>☐ Specific term</li></ul>

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

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

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

# New Course Career Technical Education (CTE)

Save this document as the course prefix and number Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General	l Informa	tion				
Department:	Culinary Arts		Submitter name	Alan Joyn		
			phone and email	503-842-7	7507	
				ajoynson(	@nwresd.k12.or.us	
Prefix and Course Number:	CA 295		Credits:	7		
Course Title: (60 characters max)	Food Op Supervi	perations sion	Transcript Title (30 characters max)	Food Operations Supervision		
Can this course be	⊠ No	How many	Contact hours:	Lecture: '	10	
repeated?	☐ Yes	times?	PER	Lec/lab: 1	00	
PCC default is 0 repeats			QUARTER	Lab:	30	
If the course is rep compelling argume		nen provide a				
Is this course equiva			☐ Yes ⊠ No	Prefix, number and title:		
GRADE OPTIONS:	Check as	many or as few optio	ns as you'd like			
Choose the default grade option. What is the def dropdown menu for the CRN. Students who do not will automatically be assigned to the default grade of 7813. For more details on grade options see the A			make a choice or do ption. Call the Curri	not make a	change in the dropdown menu if you have questions 971-722-	
-			Check all that		Default (Choose one)	
		A-F (letter grade)				
		Pass/No pass				
Α	udit in cor	sultation with faculty				
Course or program fare independent of the						
covers, explores, p	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: <i>course</i> and/or <i>student</i> . 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 cour	Addendum to course description:					

		258	3			
Identify prerequiste, co	•	and concurrent cours	e(s)			
,		15, RD 115 and MTH 20	or equivalent place	ment test scores		
Placement into:	00 11111	10, ND 110 and Will 20	☐ Placement into			
					pre/co	
course prefix & number:				☐ Corequisite	pre/co	
Codico prema a namesi.			Z i reregalene			
LEARNING OUTCOMES:	Describe v	hat the student will be	able to do "out the	re" (in their life role	s as worker,	
	•	n, global citizen or lifelon	~			
See course outcomes gu	idelines o	n the curriculum website	e for more guidance	<u>e on writing good ou</u>	<u>utcomes</u> .	
Outcomes: (Use	Develop	o a basic profit & loss	s statement.			
observable and measurable verbs)	Utilize a	profit & loss statem	ent to identify a	reas of focus for	operations.	
illeasurable verbs)	Operate	the day to day requi	rements of a sm	nall business.		
Course activities and design: (from CCOG)						
Outcomes assessment		Practical testing				
strategies: (from CCOG)	Written	Written tests				
(IIOIII CCOG)	Group/p	Group/peer assessments of operational performance of business				
	Financi assessi	al stability/ success on ments.	of business to h	elp determine gro	oup baseline	
Course Content:	A practi	ical implementation of	of already learne	d management c	ourses.	
Themes, Concepts, Issues and Skills: (from CCOG)		dent will be involved sk at TBCC or the De			nagement of	
main accept	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)						
	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	approve	d. Please answer belo	w, as appropriate			
Rationale for the new co		This course will act a student to display the food service busines	eir abilities of supes.	ervision and the ru		
Will this new course be part of an existing, currently approved PCC certificate  □ Yes □ No						

Culinary Arts

Name of certificate(s):

Name of degree(s):

# credit:

# credit: 90

Will this new course be part of	☐ Yes ☑ No					
Name of new certificate(s):		# credit:				
Name of new degree(s):		# credit:				
Briefly explain how this cours fits into the above program(s) i.e. requirement or elective:						
Is this course used to supp	Is this course used to supply related instruction for a certificate? ☐ Yes ☐ No					
If <b>no</b> is selected continue to	part three.					
If yes is selected complete	the Related Instruction in CTE Courses form avail	able on the curriculum				
office website, www.pcc.ed	lu/curriculm.					
Section #3 Additional Infor	nation for new CTE courses					
How or where will the course be taught. Check	☐ on campus ☐ hybrid ☐ on-line (complet signature and submit to the DL office)	te DL Modality form, obtain				
all that apply	☑ other (explain) Wilson School Deli, along with with practical experiential pieces at both the coffe 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.	Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide					
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.						
	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 impa	ct on another department of campus?					
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No.					

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Implementation term:	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		
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#### 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)			
prerequisites and co-requisites				
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	ction #1 General Information				
Department	Culinary Arts	Submitter name	Alan Joynson		
		Phone	503-842-7507		
		Email	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) This course allows the student to continue Students continue to explore and gain proficiency in to explore and gain proficiency in practical practical food production. Emphasizes advanced food food production. The student will also gain handling skills, food production, and product knowledge while maintaining quality standards. advanced food handling skills. The class will run a small catering business. Students Explore the Hospitality Industry and career will demonstrate skills in food production opportunities available. Prerequisite: CA 165.

	knowledge while maintaining dards. Prerequisite: CA 165.
Reason for change	Reflect incorporation of content from HTM 100.

worker, family member, community citizen, gle	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes guidelines on the curriculum webpage for more
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul> <li>Demonstrate mastery of food production procedures and techniques in a working kitchen.</li> <li>Identify products commonly used in food service and demonstrate a good knowledge of the usage of those products.</li> <li>Maintain food quality by using proficiency in food receiving, storage and purchasing criteria.</li> <li>Produce food in quantity without supervision.</li> <li>Demonstrate a mastery of developing workable menus and recipes.</li> <li>Supervise workers in food production, applications of sanitation requirements and purchasing/food receiving.</li> <li>Maintain standard food production procedures</li> <li>Maintain product quality – know your product</li> <li>Receive and store food products to maintain quality</li> <li>Maintain Quality in food production</li> <li>Maintain a quality system</li> <li>Develop supervision skills</li> </ul>	<ul> <li>Identify products commonly used in food service and demonstrate a good knowledge of the usage of those products.</li> <li>Maintain food quality by demonstrating proficiency in standard procedures &amp; techniques of food receiving, storage, production, and usage of purchasing criteria.</li> <li>Produce food in quantity without supervision.</li> <li>Demonstrate a mastery of developing workable menus and recipes.</li> <li>Develop supervision skills by supervising other students in food production, applications of sanitation requirements and purchasing/food receiving.</li> <li>Describe a broader perspective of the Hospitality Industry including: lodging, tourism and their operations.</li> <li>Summarize forces affecting growth and change in the Hospitality Industry, including competitive forces, destinations as tourism generators and other issues facing this sector.</li> <li>Describe the role of service as a driving factor in the Hospitality Industry.</li> </ul>
Reason for change	ГМ 100.

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					
Placement into: .					
prefix & number:					
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
Proposed prerequisi If you are <b>NOT</b> changing prerequis		•		<b>3</b> in this ar	rea
Standard prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placer	nent test s	cores
Placement into: .					
prefix & number:		☐ Prerequisite	Со	requisite	☐ pre/con
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
Is this course used for related instruction? Pl the inventory of <u>related instruction templates</u> .		onfirm this by revie	wing	☐ ye.	
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 that may impact other departments or can					
this course for their program or as a prere			rograms	s?	
Please provide details, who was contacted an	nd the re	esolution.			
☐ Yes ☑ No					
Implementation term       ⊠       Next available term         Specify term (if AF)		•	m)		
Allow 4-6 months to complete the approval properties of the proval for approval for details. www.pcc.edu/curricu		pefore scheduling t	he cour	se. See th	ne timeline
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	Atchi	son@tillamookbay	.cc	April 201	2
SAC Administrative Liaison (type name) Email Date					

Lori Gates	gates@tillamookbay.cc	October 2012
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#### **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 number
☐ course number ☐ title	Send completed form ele curriculum@pcc.edu
☐ description (include requisites) ☐ outcomes ☐ prerequisites and co-requisites	
Grade option change	

ne course prefix and

ctronically to

Section #1 General Information						
Department	Culinary Arts	Submitter name	Alan Joynson			
		Phone	503-842-7507			
		Email	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

<b>not</b> use the words: course and/or student. Include recommendations in the description.						
Current Description	Proposed Description					
(required information for all course revisions. Include requisites)	(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					

and product the success hospitality b	asic concepts of procurement selection, and its relationship to and profitability of the susiness. Prerequisites: CA 165, erequisite/Concurrent: CA 265.	hospita	nship to the succe ality business. Pre 0. Prerequisite/Co	requisites: CA 165	5, CA 220,	
Reason for change	Change in prerequisites.					
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes	
Cur	rent learning outcomes		New lear	ning outcomes		
(require	ed information for all course			_		
` .	revisions)					
product selection purchasing.  Outline the function for  Assist in recompetitive criteria and  Maintain a services that foodservice in stock in selection stock in selection.  Reason for change	purchasing, procurement, and ection criteria in the process of e objectives in the purchasing a working kitchen.  maintaining an operation's position by using purchasing standards.  a list of the types of goods and at might be purchased by a organization and maintain them ufficient quantities.  No change.				the following	
prerequisites	: WR 115, RD 115, and MTH 20 or e	quivalen	t placement test sco	res		
If the SAC was Prerequisite	ants to set the RD, WR and/or MTH p Opt out form.	rerequis	ites at a lower level,	you will need to us	e the	
	Current prerequisite	s, core	quisites and cond	current		
If	you are <b>NOT</b> changing prerequisi	ites or c	o-requisites DO N	OTHING in this ar	ea	
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
Placement into:						
prefix & nun	nber: CA 265		Prerequisite	Corequisite	⊠ pre/con	
prefix & nun	prefix & number: CA 165, CA 220					
	Proposed prerequisit		•			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area						

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
Placement into:	☐ Placement into: .					
prefix & number: CA 265 ☐ Prerequisite ☐ Corequisite ☐ pre/con						
prefix & number: CA 165, CA 220, MTH 30			Со	requisite	☐ pre/con	
		6 0 1				
Is this course used for related instruction? Plate inventory of related instruction templates.		ontirm this by reviev	wing			
If yes. Check two things: 1) Outcomes – if y communication, computation and/or human requires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	elations CTE co	and 2) the hours o ourse form at the sa	of stude ame tim	nt learning ie as you s	. Then this submit this	
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or can this course for their program or as a prere	npuses	, such as academ	ic prog	rams that		
Please provide details, who was contacted an	nd the r	esolution.				
☐ Yes ☑ No						
Implementation term       ☑       Next available term         ☐       Specify term (if AF)		• •	m)			
Allow 4-6 months to complete the approval properties for approval for details. www.pcc.edu/curricu	rocess I			se. See th	ne timeline	
Section # 2 Department Review						
This proposal has been reviewed at the SAC	level ar	nd approved for sul	omissio	n		
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	
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#### 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
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Section #1 General Information							
Department	Culinary Arts	Submitter name	Alan Joynson				
		Phone	503-842-7507				
		Email	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)

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

	s will also be practiced. d/Concurrent: HTM 107.				
Reason for change	No change proposed.				
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
Cur	rent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)				
<ul> <li>Puro work yield</li> <li>Scal prod</li> <li>Write cont</li> <li>Man mix a profi</li> <li>Cont ente</li> <li>Read</li> </ul>	chase foods and supplies for a king kitchen, ensuring accurate is.  e recipes to ensure accurate uction sizes for volume cookery.  e standardized recipes for rolling food cost.  age selling prices and product as well as their impact on the tability of an operation.  trol labor costs in a hospitality rprise.  d and work with a profit and loss ement.  No change proposed.				
prerequisites	S: Note: If this course has been approx: WR 115, RD 115, and MTH 20 or earnts to set the RD, WR and/or MTH popt out form.	quivalen	t placement test scor	res	
	Current prerequisite		•		
	you are <b>NOT</b> changing prerequisi		•		
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	ent into: .				
prefix & nun	nber: HTM 107		☐ Prerequisite	Corequisite	⊠ pre/con
prefix & number:					

Proposed prerequisites, corequisites and concurrent  If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area						
Standard prerequisites - WR 115, RD 115	and M	ΓH 20 or equivalen	t placer	ment test s	cores	
Placement into:						
prefix & number: HTM 107		☐ Prerequisite	Со	requisite	⊠ pre/con	
prefix & number: MTH 30			☐ Corequisite ☐ pre/con		☐ pre/con	
				I	I	
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ase co	onfirm this by revie	wing	│		
If yes. Check two things: 1) Outcomes – if yo communication, computation and/or human re requires you to submit a related instruction in course revision form. Visit the comprehensive guidance.	lations CTE co	and 2) the hours o ourse form at the sa	of stude ame tim	nt learning le as you s	. Then this submit this	
IMPACT ON OTHER DEPARTMENTS AND O that may impact other departments or camp this course for their program or as a prered	puses	, such as academ	ic prog	rams that		
Please provide details, who was contacted and						
Yes No	Yes					
Implementation term       ⊠       Next available term         □       Specify term (if AFT)		· •	m)			
Allow 4-6 months to complete the approval profor approval for details. www.pcc.edu/curriculu	ocess t			se. See th	ne timeline	
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	
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#### 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 <u>curriculum@pcc.edu</u>

Section #1 G	Section #1 General Information			
Department	Philosophy	Submitter name	Matthew S. Stockton	
		Phone	X4471	
		Email	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.

<b>not</b> use the words: course and/or student. Include recommendations in the description.		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(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)

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.

#### New learning outcomes

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	Current prerequisites, core	quisites and cond	current
If you are	e NOT changing prerequisites or c	o-requisites DO N	OTHING in this area
Standard prered	quisites - WR 115, RD 115 and M	ΓH 20 or equivalen	t placement test scores
☐ Placement into:	: .		
prefix & number:		Prerequisite	☐ Corequisite ☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con
l <b>f</b> vou on	Proposed prerequisites, core	•	
	e <b>NOT</b> changing prerequisites or c quisites - WR 115, RD 115 and Mī		
☐ Placement into:	· · · · · · · · · · · · · · · · · · ·	<u> </u>	
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con
		☐ Corequisite ☐ pre/con	
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.			
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.			
X Yes	X Yes Yes, the course changes were initiated by the Gerontology department and		
Implementation	· · · · · · · · · · · · · · · · · · ·		
term 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

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

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department:	Philosophy	Submitter	Matthew Sto	ockton
		name	503.516.432	28
		Phone Email	mstockto@g	occ.edu
Course Prefix	PHL 212	# Credits:	4	
and Number:	PHL 212	" Greater	4	
Course Title:	Introduction to Philosophy of	Transcript Title	Intro to Phi	ilosophy of Mind
(60 characters max)	Mind	(30 characters max)		
Can this course	New LDC courses may not be	Contact hours:	Lecture: 40	
be repeated?	repeated for credit effective 2013-14 school year.	PER QUARTER	Lec/lab:	
		QUARTER	Lab:	
	repeatable then provide a			
compelling argu	ument.			
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Nun	nber and Title
must have the same description and outcomes.		X No		
GRADE OPTION	NS: Check as many or as few option	ons as you'd like		
	ault grade option. What is the de			
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-
	details on grade options see the A			
			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 "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course	Introduces students to historic	•		• •
Description:		nsidering traditional philosophical questions about the nature of the human person in		
(field will expand as needed)	(field will expand as 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, zon it's like to be a bat.	nbies, the p	plight of color-blind neuroscientists, and what
Addendum to Course Description:			
If this course is re standard prerequisite these prerequisite and/or MTH prere Opt-out form ava	nisites: WR 115, RD 115 and MTH 20 es, or additional prerequisites can be equisites at a lower level on the Gen E ilable on the Curriculum website pcc.	scipline Stud or equivaler requested. I Ed/Discipline edu/curriculu	dies list, it will have, as a default, the following nt placement test scores. Higher levels of any of However, if the SAC wants to set the RD, WR e Studies list, you will need to use the Prerequisite um
	requisites - WR 115, RD 115 and MTF	·	<u> </u>
☐ Placement ir		□ Place	ement into:
course prefix & n			☐ Prerequisite       ☐ Corequisite       ☐ pre/co         ☐ Prerequisite       ☐ Corequisite       ☐ pre/co
course prefix & n			Prerequisite Corequisite pre/co
None – please ex			
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 bas Instructor lectures Viewing and discussion of pertinent Individual and team student projects Consideration of behavioral and thou Possible field trips to lectures, films,	film and vid	leo materials ments of the kind used in philosophy of mind

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		Formal written papers
Outcor assess strateg	ment	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 Conter Theme Conce Issues Skills: (from Co	nt: es, pts, and	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 new co	n for the ourse	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.

# 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?

- 2. Will the source be accepted as part of the University's distribution 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.

riature of the course, though it will likely he	of be eligible for Geri La status.
Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	<ul> <li>□ required or support for major</li> <li>□ general education distribution requirement</li> <li>X general elective</li> <li>□ other (provide details)</li> </ul>
Provide evidence of transferability:	Completed <u>Transferability Status</u> form

equired for Gen Ed only  E-mail correspondence with receiving institution  Other - provide evidence				
Identify comparables at Oregon school	Other - provide evidence			
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No			
Section #3 Additional Information for				
How or where will the course	X on campus hybrid			
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate	e 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 Depart	ments			
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 Igoldy@pcc.edu		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – $4^{th}$ floor.		

## Course Revision

What do you want to change?				
Check all that apply- double click on the box to open the task window				
course number				
	$\boxtimes$			
description     descr	$\boxtimes$			
prerequisites and co-requisites	$\boxtimes$			
⊠ outcomes	$\boxtimes$			
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 General Information					
Department	Chemistry	Submitter name	Ted Picciotto, Danijela Vukic		
		Phone	X8290		
		Email	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.	Proposed transcript title	Everyday Chemistry with Lab		
uno onango	To clearly separate CH 100 and the Approved 151.	(30 characters max)			
description w		mmendations in the	ule of classes. Begin the course e description. Note: if you are only ctly 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 evidencebased 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: N	MTH 65 (instead of MTH 20)		☐ Corequisite	☐ pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
	Proposed prerequisites, core	equisites and conc	urrent		
Standard prere	quisites - WR 115, RD 115 and M	ΓH 20 or equivalen	t placement test s	cores	
☐ Placement into					
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
	I for related instruction? Please contory of related instruction templated	•	☐ yes ⊠ no		
template to reflect	to see if the hours of student learn the revision. This may require a re ated instruction website to for infor	elated instruction c	ended in the relate urriculum revision		
		_			
that may impact of	ER DEPARTMENTS AND CAMPU other departments or campuses, eir program or as a prerequisite	, such as academ	ic programs that		
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	Next available term after approval				
	term 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	

# Course Revision

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

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			e description. Note: if you are only		
(	Current Description	ı	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		distributed power aspects of fuel of power electronic for performance fuel cell codes a career outlook, energy technologias applications	cell technologies used for er generation. Covers technical cell processing, fuel cell stacks, cs, balance of plant (BOP), tools evaluation and troubleshooting, and permitting, safety procedures, and renewable versus alternative ogies. Includes laboratory projects of theoretical concepts.		

applications	s of theoretical concepts.				
Reason for change	No Change				
worker, fami	OUTCOMES: Describe what the s ily member, community citizen, glo Three to six outcomes are recomm yebpage for more guidance on writ	bal citi nended	zen or lifelong lear See the course	ners), not in the c	lassroom
Cur	rent learning outcomes		New lear	ning outcomes	
<ul><li>Assistant</li><li>fuel</li><li>Integ</li></ul>	rate and service fuel cell systems st engineers with the design of cell systems grate electrical, chemical, and nanical aspects of fuel cell ems				
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				
reviewing the inventory of related instruction templates.	x no				
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.					

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

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Mike Farrell	Mike.farrell@pcc.edu	12/12/2012		
SAC Administrative Liaison Email Date				
Dieterich Steinmetz	dsteinme@pcc.edu	12/12/12		

#### 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				
outcomes				
prerequisites and co-requisites				
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 General Information					
Department	Fitness Technology	Submitter name	Tanya Littrell		
		Phone Email	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	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Explores basic principles of nutrition with an Explores basic principles of nutrition with an emphasis emphasis on application to fitness, weight on application to fitness, weight management and management and athletic performance. athletic performance. Prerequisites: WR 121; MTH 65; Prerequisites: HPE 295, WR 121, and MTH HE 295 and PE 295 (or HPE 295). 65.

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 <a href="writing-good-outcomes">writing-good-outcomes</a> .				
Current learning outcomes		New learning outcomes		
(required information for all course revisions)				
planning pra B. Use know nutrient relat effectively ed athletes to m C. Perform n athletic performanagemen D. Analyze a	rition concepts, assessments & dietary ctices to athletic performance. rledge of energy metabolism and ionship to athletic performance to ducate, communicate and empower make nutritional behavior changes. The permance while also focusing on weight and disordered eating.  In variety of nutritional ergogenic aids upplements 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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			☐ Corequisite	☐ pre/con
prefix & number: HPE 295			☐ 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			☐ Corequisite	pre/con

prefix & number: HE 295 and PE 295 (or HPE 295)

pre/con

☐ Corequisite

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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.					
that may impact of	other departments or cam	CAMPUSES – are there change puses, such as academic prog quisite for courses or program	rams that require		
Please provide de	tails, who was contacted an	d the resolution.			
☐ Yes ⊠ No	Yes				
Implementation	mplementation   Next available term after approval				
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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## Course Revision

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

document as the course prefix and er

pleted form electronically to ulum@pcc.edu

Section #1 General Information				
Department	Fitness Technology	Submitter name	Tanya Littrell	
		Phone	X4043	
		Email	tanya.littrell@pcc.edu	
Current prefix and number	FT 104	Proposed prefix and number		
Current course title	Fitness Assessment/Program	Proposed title (60 characters max)		
# Credits	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 **Proposed Description** 

(required information for all course revisions. 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.
Prereguisites: HPE 295 and FT 131.

(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: 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.					
C	Current learning outcomes	New le	earning	outcomes	
•	nformation for all course revisions)				
appropriate population. B. Interpret accurately for C. Conduct	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					
prerequisites:	S: Note: If this course has been approved for : WR 115, RD 115, and MTH 20 or equivaler ants to set the RD, WR and/or MTH prerequicular Opt out form.	nt placement test sco	res		
Current prerequisites, corequisites and concurrent					
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Placement into:					
prefix & num	nber: FT 131		Со	requisite	☐ pre/con
prefix & number: HPE 295			☐ pre/con		
Proposed prerequisites, corequisites and concurrent					
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area					
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placeme	nt into: .				
prefix & number: FT 131					
prefix & number: HE 295 and PE 295 (or HPE 295)					
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
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 det	tails, who was contacted and the resolution.		
Yes			
⊠ No			
Implementation	Next available term after approval		
term	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			

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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# 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	
$\boxtimes$	description (include requisites)	
	outcomes	
$\boxtimes$	prerequisites and co-requisites	
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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	tan yamu on a pool odd	
Current course title	Fitness and Aging	Proposed title (60 characters max)		
# Credits	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Explores physiological aspects of aging as Explores physiological aspects of aging as applied to applied to fitness and exercise. fitness and exercise. Prerequisites: FT 131, HE 295 Prerequisites: HPE 295 and FT 131, or and PE 295 (or HPE 295); or instructor approval. Audit instructor approval. Audit available. available.

Reason for change HPE 295 changes to HE 295 and PE 295 at the December 2012 Curriculum Committee Meeting.					
worker, fam are recomm	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.				
C	Current learning outcomes	New le	earning outcomes		
` .	information for all course revisions)				
when working B. Analyze to and aging to exercise test adults. C. Solve procommunications.	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				
Reason	n older adults.				
for change					
prerequisites If the SAC wa	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					
	you are <b>NOT</b> changing prerequisites or				
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: .					
prefix & nun	prefix & number: FT 131				
prefix & nun	prefix & number: HPE 295				
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					
prefix & number: HE 295 and PE 295 (or HPE 295)					
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					

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 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 det	tails, who was contacted and the resolution.		
☐ Yes ⊠ No			
Implementation term	<ul><li>Next available term after approval</li><li>□ Specify term (if AFTER the next available term)</li></ul>		
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			

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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# **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 <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information			
Department	History	Submitter name	Andrea Lowgren
		Phone	andrea.lowgren@pcc.edu
		Email	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 <b>Do not</b> use the words: course and/or student. Include recommendations in the description.	
Current Description Proposed Description	
(required information for all course revisions. Include requisites)	(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	To clarify and help enrollment numbers in courses covering more recent history.
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	New learning outcomes
(red	uired information for all course revisions)	
colonial United Star changes and their i • Recognize the his racial, religious, sei in order to apprecia • Identify culturally perceptions and be culture continues to • Communicate effe	standing of key events in the history of early and tes and use critical thinking in order to evaluate historical impact on current U.S. society. Itorical contributions of different groups (national, ethnic, kual and gendered) that interacted in the United States and evaluate current U.S. diversity. If grounded assumptions which have influenced the haviors of people in the past in order to assess how affect human behavior. Sectively using historical analysis.	
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 det	ails, 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		
Coation # 2 Danard	ment Deview	

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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## Course Revision

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

ideas and events from 1840 to 1914. Prerequisites: WR

115, RD 115 and MTH 20 or equivalent placement test

scores. Audit available.

ive this document as the course prefix and number

end completed form electronically to curriculum@pcc.edu

and MTH 20 or equivalent placement test scores. Audit available.

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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from Studies cause and effect, and significant trends and 1840 to 1914. History courses are non-sequential and may be movements related to political, social and economic taken in any term and in any order. Prerequisites: WR 115, RD 115

Reason	To clarify and help enrollment numbers in courses covering more recent history.
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	New learning outcomes
(require	d information for all course revisions)	
history of the United evaluate historical clean evaluate historical clean evaluate historical clean evaluate historical clean evaluate the clean evaluate in order diversity.  Identify culturally the perceptions and assess how culture clean evaluate effects. Connect the past was evaluated to the connect the past was evaluated evaluated to the connect the past was evaluated to the connect the past was evaluated to the connect the past was evaluated to the connect the conn	standing of key events in the nineteenth century States and use critical thinking in order to nanges and their impact on current U.S. society. Orical contributions of different groups (national, us, sexual and gendered) that interacted in the er to appreciate and evaluate current U.S.  Grounded assumptions which have influenced behaviors of people in the past in order to continues to affect human behavior. Stively using historical analysis.	
Reason for change	No change	

Reason for change   No change		
that may impact of	ER DEPARTMENTS AND CAMPUSES – are there changes being requested other departments or campuses, such as academic programs that require eir program or as a prerequisite for courses or programs?	
Please provide det	tails, 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 Depart	ment Review	
This proposal has	been reviewed at the SAC level and approved for submission	

Section # 2 Department Review		
This proposal has been reviewed at the SAC le	evel and approved for submissio	n
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date

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## 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 documer number
☐ course number x☐ title	Send completed for curriculum@po
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 <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	eneral Information		
Department	History	Submitter name	Andrea Lowgren
		Phone	andrea.lowgren@pcc.edu
		Email	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	· · · · · · · · · · · · · · · · · · ·		

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)

Studies cause and effect, and significant trends and movements related to political, social and economic related to political, social and economic ideas and events from 1914 to present Prerequisites:

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.

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.

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.				
	ent learning outcomes	dialana)	New lea	rning outcomes
•	rmation for all course rev			
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.				
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         Long term       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)	Em	ail	Date
SAC Administrative Liaison (type name) Email Date				Date

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## Course Revision

Section #1 G	eneral 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

(include requisites)

revisions. 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	To clarify and help enrollment numbers in sections that cover more recent history.
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 New learning outcomes (required information for all course revisions) 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

that may impact of	ER DEPARTMENTS AND CAMPUSES – are there changes being requested other departments or campuses, such as academic programs that require eir program or as a prerequisite for courses or programs?	
Please provide de	tails, who was contacted and the resolution.	
Yes		
x No		
Implementation	x Next available term after approval	
term	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 de	tails. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC I	evel and approved for submissio	n
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date

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## 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)

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	To clarify and help enrollment numbers in sections that cover more recent history.
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 New learning outcomes (required information for all course revisions) 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?			
ails, who was contacted and the resolution.			
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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## 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	Save this document as the course prenumber  Send completed form electronically to curriculum@pcc.edu
prerequisites and co-requisites  Grade option change	

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			

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)
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

title change

**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 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

course prefix and

·	es: WR 115, RD 115 and MTH 20 or equivalent ores. Audit available.	equivalent placement test scores. Audit available.
Reason for change	To clarify and help enrollment no	umbers 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	New learning outcomes
(required information for all course revisions)	
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.	
_	1
Reason	
for change	
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 prerequisite	es, corequisites and conc	urrent	
	e NOT changing prerequisite			
☐ Standard prere	quisites - WR 115, RD 115 a	and MTH 20 or equivalen	t placement test s	scores
☐ Placement into	: .			T
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
	d for related instruction? Ple lated instruction templates.	ase confirm this by review	wing ☐ ye x☐ n	
communication, correquires you to sul	<b>If yes. Check two things</b> : 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.			
that may impact of	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	• • • • • • • • • • • • • • • • • • • •			
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 Ch	nair (type name)	Email		Date
SAC Administra	SAC Administrative Liaison (type name) Email Date			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 – $DC - 4^{th}$ floor.				

# Course Revision

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.

<b>not</b> use the words: course and/or student. Include recommendations in the description.		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(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	

Prerequisites: WR	y the Black American community. 115, RD 115, and MTH 20 or equivalent ores. Audit available	scores. Audit available.
Reason for change	To clarify and help enrollment no	umbers 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 quidelines on the curriculum webpage for more guidance on writing good outcomes. Current learning outcomes New learning outcomes (required information for all course revisions) 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						ea
Standard prerequisites - WR 115						
Placement into:						
prefix & number:			☐ Prerequisite	Со	requisite	☐ pre/con
prefix & number:			☐ Prerequisite	Со	requisite	☐ pre/con
Proposed poly lf you are <b>NOT</b> changing p	•		quisites and conc		in this or	202
Standard prerequisites - WR 115						
☐ Placement into:			· ·	<u> </u>		
prefix & number:			Prerequisite	Со	requisite	☐ pre/con
prefix & number:			Prerequisite	Со	requisite	☐ pre/con
Is this course used for related instruction the inventory of related instruction te		ise cor	nfirm this by review	wing	ye:	
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 con	tacted and	the re	solution.			
☐ Yes x☐ No						
	lable term a		• •	m)		
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 –  $DC - 4^{th}$  floor.

## 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 a number
course number	Send completed form curriculum@pcc.e
title	
x description (include requisites)	
Grade option change	
<ul><li>outcomes</li><li>prerequisites and co-requisites</li><li>Grade option change</li></ul>	

s the course prefix and

electronically to du

Section #1 G	Section #1 General Information					
Department	History	Submitter name Phone	Carmen Thompson x4092 carmen.thompson@pcc.edu			
		Email				
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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Examines the broad range of experiences of African Americans Examines the broad range of experiences of African Americans from the beginning from the beginning of the New Deal to the 1990s. Explores the of the New Deal to the 1990s. Explores the relationship of Blacks to the wider relationship of Blacks to the wider society as well as the inner society as well as the inner dynamic of the Black communities including identity dynamic of the Black communities including identity issues, key issues, key individuals and organization in the struggle for social justice, especially individuals and organization in the struggle for social justice, the destruction of legal segregation. Devotes attention to the rural South and the especially the destruction of legal segregation. Devotes attention urban North as Blacks use a variety of means to empower African American to the rural South and the urban North as Blacks use a variety of communities through the civil rights revolution. History courses are nonmeans to empower African American communities through the sequential and may be taken in any term and in any order. Prerequisites: WR 115, civil rights revolution. Prerequisites: WR 115, RD 115 and MTH 20 RD 115 and MTH 20 or equivalent placement test scores. Audit available.

or equivalent plac	ement test scores. Audit available.						
Reason for change	To clarify and help enrollment numbers in sections that cover more recent history.						
worker, fami are recomm	ly member, community citizen, gl	student will be able to do "out there" (in their life roles as obal citizen or lifelong learners), One to six outcomes guidelines on the curriculum webpage for more					
Cur	rent learning outcomes	New learning outcomes					
	ed information for all course revisions)	<u>-</u>					
student will but the Use critical information appresent and	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.						
and beliefs a people's acti their impact	rurally-grounded practices, values nd explain how they influenced ons in the past and the extent of						
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.							
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							
арргесіаце А	frican-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: . Prerequisite Corequisite prefix & number: pre/con Prerequisite ☐ Corequisite prefix & number: 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: Prerequisite Corequisite prefix & number: pre/con ] Prerequisite Corequisite pre/con prefix & number: Is this course used for related instruction? Please confirm this by reviewing yes the inventory of related instruction templates.  $\mathsf{x}$ 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  $x \square$ No Implementation xNext available term after approval term 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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# Contact and/or Credit Hour Change

Section #1 General Information						
Department	Fi	ire Protection	Submitter name, phone, and email	971-722-5581 elindsey@pcc.edu		
Course prefix and number	FI	P 161	Course title Vehicle Extrication		e 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 (	CON	NTACT AND CREDIT HOURS	PROPOSEI	CONT	TACT AND CREDIT HOURS	
Lecture		5	Lecture			
Lecture/Lab			Lecture/Lab		20	
Lab		3	Lab			
Total contac hours/term	t	8	Total contact hours/term			
Total credits		.5	Total credits	3	1	
Reason for change:		Course revision submitted in Fe contact/credit hour form was no	•	red add	litional contact hours but the	
		TCOMES: Are learning outcomes expected there will be a change	<u> </u>		ange. If you are adding or removing	
Yes	s If yes, then complete the learning outcomes section of the course revision form found on the					
IMPACT ON	DE	GREE AND CERTIFICATES: A	re there degr	ees or	certificates affected by this change?	
	Yes If yes, then you need to complete a degree/certificate change form located on the curriculum					
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	
•		vith SAC Chairs from other disciplines regarding potential course duplication, impact ent overlap?
☐ Yes ⊠ No	If yes, please describe	
Implemen term	tation	<ul><li>☑ Next available term after approval</li><li>☐ Specific term</li></ul>

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

## 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					
$\boxtimes$	title					
$\boxtimes$	description (include requisites)					
$\boxtimes$	outcomes					
prerequisites and co-requisites						
Grad	de option change					

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	Section #1 General Information					
Department	Fire Protection Technology	Submitter name	Bill Benjamin			
		Phone	Ext. 5494			
		Email	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Studies a variety of procedures, equipment, Introduces level I technical rescuer knowledge and and tools utilized by emergency rescue skills as identified in NFPA 1006, including Chapter 5, personnel. Become familiar with building job performance requirements; Chapter 6, rope search, auto extrication, aircraft crash, high rescue; Chapter 7, confined space rescue; Chapter 9 structural collapse; Chapter 10, vehicle and machinery angle, and water rescue. Prerequisite: FP 111. 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.					s rescue.		
Reason for change	Update description.						
worker, fam are recomm	LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles a 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.						
Cur	rent learning outcomes		New lear	ning outcomes			
	ed information for all course revisions)						
dem durir an e fitne thos	cribe the physical fitness ands that may be required and a rescue operation and give example of a personal physical as program that would meet be demands.  Cribe the importance of SCBA	vehicle and machinery rescue, surface water rescue, swiftwater rescue, dive rescue, surf rescue, and wilderness rescue.					
Reason for change	Update to current NFPA 1006, St Qualifications and identify the spe						
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or el ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test scor	res			
•	Current prerequisite	s, core	quisites and conc	urrent			
lf	you are NOT changing prerequis	ites or c	o-requisites DO No	OTHING in this ar	ea		
Standard	d prerequisites - WR 115, RD 115	and M	TH 20 or equivalent	t placement test s	cores		
☐ Placeme	nt into: .						
prefix & number: FP 111			□ Prerequisite	☐ Corequisite	☐ pre/con		
prefix & number:				☐ pre/con			
	Proposed prerequisit	tes, cor	equisites and conc	urrent			
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							
☐ Placeme	nt into: .						
prefix & number: FP 112 or Fire Fighter II					☐ pre/con		

prefix & number:		Prerequisite	Corequisite  pre/con				
	d for related instruction? Pleased instruction templates.	ease confirm this by reviewing	☐ 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 <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.							
that may impact of	other departments or cam	CAMPUSES – are there char puses, such as academic pr quisite for courses or progra	ograms that require				
Please provide de	tails, who was contacted an	d the resolution.					
☐ Yes ⊠ No							
Implementation term	<ul><li>✓ Next available term after approval</li><li>✓ Specify term (if AFTER the next available term)</li></ul>						
		ocess before scheduling the c	ourse. See the timeline				
Section # 2 Depart	tment 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 – 4 <sup>th</sup> floor.							

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L				
Section #1 Gene	ral 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	☐ No	Contact hours:	Lecture: 4	
be repeated? PCC default	x Yes	PER QUARTER	Lec/lab:	
is 0 repeats	How many times? 1	QO/IIII	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		☐ Yes	Course Nun	nber and Title
must have the same description and outcomes.		x No		
Choose the defa dropdown menu will automatically	NS: Check as many or as few option ault grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This vertical that the factor of the factor o	do not make urriculum Offi	a change in the dropdown menuce if you have questions 971-722-ces Handbook.
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)	х		Х
	Pass/No pass	х		
	Audit in consultation with faculty	х		
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)	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:	☐ Place	☐ 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 Upon completion of the course, students should be able to:□□ and measurable verbs) 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** Course Outcomes for this course require working through multiple drafts of several pieces of activities and design: 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. (from CCOG) 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,

	325
	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)	<ul> <li>Desktop publishing</li> <li>Desktop publishing software, such as <ul> <li>InDesign</li> <li>Photoshop</li> <li>OmniPage Direct</li> <li>MS Word</li> </ul> </li> <li>Book design and typography</li> <li>Self-publishing</li> <li>Online Publishing</li> <li>Designing and producing a small chapbook</li> <li>Producing a campus literary magazine</li> <li>Cooperation, collaboration, mentorship, apprenticeship</li> <li>Furthering creative writing skills</li> <li>Publishing and the business of literature</li> <li>Editing and proofreading skills</li> <li>Sharpening critical skills</li> </ul>
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.

transfer to? List all		000,00,100			
How does it transfer		x required or support for major			
Check all that apply		general education distribution requirement			
		x general elective			
D :1 :1 51 5 1 1111		other (provide details)			
Provide evidence of transferability: (minimum one, more preferred)		Completed <u>Transferability Status</u> form	ian.		
Required for Gen Ed only		<ul><li>E-mail correspondence with receiving instituting</li><li>Other - provide evidence</li></ul>	ION		
Identify comparables at Oregon school	ols	Unier - provide evidence			
Is General Education or Cultural		Yes – Submit the General Education form			
Diversity designation being sought at		x No			
this time?		X 146			
Section #3 Additional Information for r	new	LDC courses			
How or where will the course	Х	on campus			
be taught. Check all that apply	$\mathbb{H}$	hybrid on-line (complete DL Modality form, obtain signa	ture and submit)		
	H	other (explain)	ture and submit)		
Is this course in a degree or certificate	e as	required, an elective or a prerequisite? Please pro	vide 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:					
	tmon	to			
Impact on other Programs and Depart Are there similar courses existing in		ils			
other programs or disciplines at	no				
PCC? If yes, explain and/or					
describe the nature of					
acknowledgements and/or agreements that have been					
reached.					
Have you consulted with the SAC	NA				
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.					
In the case of the					
Is there any potential impact on another department or campus? If	No				
yes, explain and/or describe the					
nature of acknowledgments and/or					
agreements that have been reached.					

	OE1
Implementation term:	x Next available term after approval
	☐ Specify term AFTER the next available
courses will implement in fall or spring	v course approval process before the course can be scheduled. Note: Most LDC g terms depending on the formal approval process (see timetable linking request 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 – $DC - 4^{th}$ floor.			

# Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information		
Department	Music	Submitter name	Jason Palmer
		Phone	7869
		Email	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)

Group instruction in guitar. Covers traditional classical quitar 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.

**Proposed Description** (include requisites)

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)

- 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.

### New learning outcomes

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 quitar 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 quitar 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 s Prerequisite Opt out	If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the				
	Current prerequisites, core	quisites and cond	current		
If you are	e <b>NOT</b> changing prerequisites or c	o-requisites DO N	OTHING in this ar	ea	
Standard prere	quisites - WR 115, RD 115 and MT	ΓH 20 or equivalen	t placement test s	cores	
☐ Placement into:	:.				
prefix & number:		Prerequisite	☐ Corequisite	☐ pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con	
	Proposed prerequisites, core	•			
	e NOT changing prerequisites or c	•			
Standard prere	quisites - WR 115, RD 115 and MT	ΓH 20 or equivalen	t placement test s	cores	
☐ Placement into:	:				
prefix & number:					
prefix & number:		Prerequisite	☐ Corequisite	pre/con	
	I for related instruction? Please co ated instruction templates.	onfirm this by review	wing	5	
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?					
	tails, who was contacted and the re		<del>og.ao.</del>		
X Yes	•		to address any no	nssible	
☐ No	Allen Jones was contacted from Professional Music to address any possible issues. None were noted.				
Implementation	Next available term after a	pproval			
term	X Fall 2013	in 10 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0			
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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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

_					
Section #1 General Information					
Department:	Music	Submitter	Jason Palm	er	
		name	7869		
		Phone	jason.palme	er@pcc.edu	
		Email # Credits:			
Course Prefix and Number:	MUS191b		2		
Course Title:	Class Guitar I	Transcript Title			
(60 characters max)		(30 characters max)			
Can this course	X No	Contact hours:	30 contact h	nours per quarter	
be repeated?	☐ Yes	PER	3 contact ho	ours per week	
PCC default is 0 repeats	How many times?	QUARTER	Lecture: 1	·	
io o ropouto	,		Lec/lab: 1		
			Econab. 1		
If the course is repeatable then provide a compelling argument.					
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	X No			
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
dropdown menu will automatically	<b>ault grade option</b> . What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	t make a choice or option. Call the C	r do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
		Check all th		Default (Choose one)	
	A-F (letter grade)	Х		X	
	Pass/No pass	Х			
	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)	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.				

333					
Addendum to Course Description:	none				
General Educati	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 in	☐ Placement into: ☐ Placement into:				
MUS191a		•	x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			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. Learning Upon completion of this course, students will be able to:

Outcomes: (Use observable and measurable verbs)

course prefix & number: None – please explain

- 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.

Prerequisite

Corequisite

pre/co

- 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.

-	334
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)	<ul> <li>Guitar anatomy</li> <li>Classical technique</li> <li>Practice routines</li> <li>Notation methods</li> <li>Performance practice</li> <li>Solo performance</li> <li>Ensemble performance</li> <li>Basic harmony</li> <li>Music terminology</li> <li>Rhythm</li> <li>Polyphonic works</li> <li>Complex rhythms</li> <li>Listening to guitar music</li> <li>Recital attendance</li> </ul>
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.

matare or the course, though it will likely he	t be engine to the Ed etatae.
Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	<ul> <li>☐ required or support for major</li> <li>☐ general education distribution requirement</li> <li>X general elective</li> <li>☐ other (provide details)</li> </ul>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>

335				
Identify comparables at Oregon school	PSU: MUS191, UO: MUS 121, WOU: MUEN 120	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	<u> </u>		
Section #3 Additional Information for	new LDC courses			
How or where will the course be taught. Check all that apply	<ul> <li>X on campus</li> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signal other (explain)</li> </ul>	ture and submit)		
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide 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 Depar	tments			
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 add noted.	Iress any impacts. None		
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:	<ul><li>Next available term after approval</li><li>X Fall 2013</li></ul>			

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 – $4^{th}$ floor.			

### New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 Gene	Section #1 General Information				
Department:	Music	Submitter	Jason Palm	er	
		name	7869		
		Phone	jason.palme	er@pcc.edu	
0 5 5	NU 10 10 1	# Credits:	_		
Course Prefix and Number:	MUS191c		2		
Course Title:	Class Guitar I	Transcript Title			
(60 characters max)		(30 characters max)			
Can this course	X No	Contact hours:	30 contact h	nours per quarter	
be repeated?	☐ Yes	PER	3 contact ho	ours per week	
PCC default is 0 repeats	How many times?	QUARTER	Lecture: 1		
io o ropouto	,		Lec/lab: 1		
			200/100. 1		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	X No			
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
	ault grade option. What is the de				
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.					
7013. To more details on grade options see the A		Check all that apply		Default (Choose one)	
	A-F (letter grade)	Х		Х	
	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	Covers traditional classical gu	itar technique in	a group set	ting. Focuses on note reading	
Description: and basic music theory as applies to guitar. Topics include single line melodies, chords,					
(field will expand as 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 becom				
	which can be started any term		andriot. IIII	5 .5 & an 55 55a.55 55quonos	

	338
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: Prerequisite MUS191b Corequisite pre/co course prefix & number: Prerequisite Corequisite pre/co Prerequisite Corequisite course prefix & number: 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.

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Outcomes	The type of assessment will be determined by the individual instructor. Assessment
assessment	methods may include:
strategies:	Practical examinations
	Group work
	Qualitative examinations
	In-class participation
	Quantitative examinations
	• Portfolios
	• Essays
	Research papers
	Performance reviews
Course	Guitar anatomy
Content:	Clasical technique
Themes,	Practice routines
Concepts,	Notation methods
Issues and	Performance practice
Skills:	Solo performance
(from CCOG)	Ensemble performance
	Basic harmony
	Music terminology
	• Rhythm
	Polyphonic works
	Complex rhythms
	Listening to guitar music
	Recital attendance
Reason for the	
	Class Guitar 191 has been altered so that there are now three graduated levels of courses
new course	to adhere to new PCC repeatability policies and music student needs to successfully
	transfer.

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			
	pproval process for new courses. Faculty should communicate with ascertain how the course will transfer by answering these questions.		
1. Is there an equivalent lower division cou	rse 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	ne 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	required or support for major		
Check all that apply	general education distribution requirement		
X general elective			
other (provide details)			
Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form		
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution		
Required for Gen Ed only	Other - provide evidence		

Section #2 Transferability

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	e as required, an elective or a prerequisite? Please pro	ovide 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 Depart	tments	
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 ad noted.	ldress any impacts. None
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	
courses will implement in fall or spring	v course approval process before the course can be so g terms depending on the formal approval process (see There may be exceptions for LDC disciplines that opera	e timetable linking request

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		
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# Course Revision

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 <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information		
Department	Music	Submitter name	Jason Palmer
		Phone	7869
		Email	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	performance classes. This is th	e first course in a t	creating three graduated levels of hree-course sequence and can start skills necessary to successfully

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)

# revisions)

- 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.

### New learning outcomes

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, core	•		
If you are	e NOT changing prerequisites or c	co-requisites DO N	OTHING in this area	
Standard prere	quisites - WR 115, RD 115 and M	ΓH 20 or equivalen	t placement test scores	
☐ Placement into:	: .			
prefix & number:		Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:		Prerequisite	☐ Corequisite ☐ pre/con	
16	Proposed prerequisites, core	•		
	e NOT changing prerequisites or c			
Standard prere	quisites - WR 115, RD 115 and M	ΓH 20 or equivalen	t placement test scores	
☐ Placement into:	:			
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:				
Is this course used for related instruction? Please confirm this by reviewing  yes				
the inventory of <u>related instruction templates</u> . 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.				
X Yes No	Allen Jones was contacted from Professional Music to address any possible issues. None were noted.			
Implementation term	Next available term after a X Fall 2013	pproval		
	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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## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L					
Section #1 General Information					
Department:	Music	Submitter name Phone	Jason Palmer 7869 jason.palmer@pcc.edu		
		Email			
Course Prefix and Number:	MUS192b	# Credits:	2		
Course Title: (60 characters max)	Class Guitar II	Transcript Title (30 characters max)			
Can this course	X No	Contact hours:	30 contact h	nours per quarter	
be repeated? PCC default	☐ Yes	PER QUARTER	3 contact ho	ours per week	
is 0 repeats	How many times?	GOTATEIX	Lecture: 1		
			Lec/lab: 1		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
	me description and outcomes.	X 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.					
3		Check all th		Default (Choose one)	
	A-F (letter grade)	Х	•	Х	
	Pass/No pass	X			
	Audit in consultation with faculty	Х			
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)	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				

			347				
Addendum to Course Description:	none						
General Educati	on/Discipline S	Studies Standard Pre	requisite A	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 Pre	requisites - WR	115, RD 115 and MTI	H 20 or equ	ivalent placem	ent test	scores	
☐ Placement in	nto:		☐ Place	ement into:			
MUS192a			x Prerequis	ite _	Corequisite	☐ pre/co	
course prefix & number:				☐ Prerequis	ite 🗌	Corequisite	pre/co
course prefix & number:			Prerequis	ite _	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)	<ul> <li>Use a perfor guitar</li> <li>Use a interm</li> <li>Use a solve the guitar</li> </ul>	etion of this course, so an understanding of it rmance etiquette to ea techniques, involving an understanding of it nediate musical idea an understanding of it technical problems it uitar. gnize and utilize the	ntermedia execute so ig ranges u ntermedia s for perfo ntermedia involved in	te/advanced blo and ensen up to the fifth te/advanced rmance on th te/advanced performing a	nble mu position level m e guitan level gu an intern	usical works us n usic literacy to r. uitar skills to id mediate music	notate entify and cal work on

# 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.

Use an intermediate level understanding of their primary instrument to continue to

- Perform solo and ensemble musical works using traditional classical guitar technique.
- Aurally identify music from each of the main historical eras.

construct them on the fretboard.

improve as a performer of music.

- Notate intermediate/advanced musical ideas for performance on the guitar.
- Identify and solve technical problems involved in performing a guitar musical work.

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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)	<ul> <li>Guitar anatomy</li> <li>Classical technique</li> <li>Practice routines</li> <li>Notation methods</li> <li>Performance practice</li> <li>Solo performance</li> <li>Ensemble performance</li> <li>Basic harmony</li> <li>Music terminology</li> <li>Rhythm</li> <li>Polyphonic works</li> <li>Complex rhythms</li> <li>Listening to guitar music</li> <li>Recital attendance</li> </ul>
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 Transferabilit	y
Concern over students to	ak

ing 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	required or support for major	
Check all that apply	general education distribution requirement	
	X general elective	
	other (provide details)	
Provide evidence of transferability:	Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution	
Required for Gen Ed only	Other - provide evidence	
Identify comparables at Oregon schools	PSU: MUS192, UO: MUS 122, WOU: MUEN 122	

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Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form X No
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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 sig ☐ other (explain)	gnature and submit)
Is this course in a degree or certificate	e 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 Depar	tments	
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.	(as above)	
Implementation term:	<ul><li>Next available term after approval</li><li>X Fall 2013</li></ul>	
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 $-DC-4^{th}$ floor.		

## New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

L					
Section #1 General Information					
Department:	Music	Submitter name Phone	Jason Palmer 7869 jason.palmer@pcc.edu		
		Email	,		
Course Prefix and Number:	MUS192c	# Credits:	2		
Course Title: (60 characters max)	Class Guitar II	Transcript Title (30 characters max)			
Can this course	X No	Contact hours:	30 contact h	nours per quarter	
be repeated? PCC default	☐ Yes	PER QUARTER	3 contact ho	ours per week	
is 0 repeats	How many times?	QO/II(TEI(	Lecture: 1		
•			Lec/lab: 1		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		X No			
GRADE OPTIONS: Check as many or as few options as you'd like					
dropdown menu to will automatically	<b>ault grade option</b> . What is the defor the CRN. Students who do not be assigned to the default grade details on grade options see the A	t make a choice or option. Call the Co	do not make urriculum Offi	a change in the dropdown menu ce if you have questions 971-722-	
7013. Tol more details on grade options see the A		Check all th		Default (Choose one)	
	A-F (letter grade)	Х		Х	
	Pass/No pass	X			
	Audit in consultation with faculty	Х			
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)	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,				

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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		

Ocheral Education/Discipline Studies Standard Prefeduisite 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:						
MUS192b X Prerequisite					☐ pre/co	
course prefix & number:						
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.

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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)	<ul> <li>Guitar anatomy</li> <li>Clasical technique</li> <li>Practice routines</li> <li>Notation methods</li> <li>Performance practice</li> <li>Solo performance</li> <li>Ensemble performance</li> <li>Basic harmony</li> <li>Music terminology</li> <li>Rhythm</li> <li>Polyphonic works</li> <li>Complex rhythms</li> <li>Listening to guitar music</li> <li>Recital attendance</li> </ul>			
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.			

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 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 <u>Transferability Status</u> form  E-mail correspondence with receiving institution  Other - provide evidence		
Identify comparables at Oregon schools	parables at Oregon schools PSU: MUS192, UO: MUS 122, WOU: MUEN 122		

Section #2 Transferability

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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	X on campus  hybrid			
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	ovide 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 Depar	tments			
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 ad noted.	dress any impacts. None		
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:	<ul><li>Next available term after approval</li><li>X Fall 2013</li></ul>			
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 – $DC - 4^{th}$ floor.				

### **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		
$\boxtimes$	description (include requisites)		
$\boxtimes$	outcomes		
	prerequisites and co-requisites		
Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 G	Section #1 General Information				
Department	MUSIC	Submitter name	John Mery		
		Phone	971-722-4759		
		Email	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	Proposed Description		
(required information for all course revisions. Include requisites)	(include requisites)		
Directed rehearsal and performance of music	Provides the opportunity to sing in a large general chorus of		
for the larger general chorus of mixed voices	mixed voices. Includes rehearsal and performance of		
soprano, alto, tenor, bass. Chorus is open to all	repertory drawn from the canon of choral works from the		
students who desire to sing. No audition is	16 <sup>th</sup> -21 <sup>st</sup> centuries. No audition is required.		
required. Music selected will be keyed to the	·		
ability of the group. Purpose is to develop as			

_	of artistic choral singing as is nin 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 quidelines on the curriculum webpage for more guidance on writing good outcomes. Current learning outcomes New learning outcomes (required information for all course revisions) Use an understanding of elementary musicianship and This course is primarily a music performance performance etiquette to perform basic repertory to a course. The majority of the course will be taught as a directed rehearsal. public audience as a member of a large vocal ensemble. Use an understanding of elementary music literacy to A. Students will be able to learn choral prepare and rehearse basic repertory as a member of a part both aurally and through large vocal ensemble. printed music notation. B. Students will be able to execute Use an understanding of elementary rehearsal musical directions of chorus techniques and etiquette to follow a conductor, annotate director and make appropriate music, and be a contributing member of a large vocal notation in music score. ensemble during rehearsal. C. Students will be able to accurately follow the conducting pattern of Use an understanding of stylistic differences in the chorus director. elementary repertory to accurately interpret vocal music D. Students will know in which vocal in performance. range they can most comfortably sing. Use an elementary understanding of vocal range and type to continue to improve as a singer. E. Students will be able to perform publicly as member of chorus.

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:	refix & number:			pre/con		
prefix & number:	orefix & number:		☐ Corequisite	pre/con		
16	·	es, corequisites and conc				
	e NOT changing prerequisite					
	quisites - WR 115, RD 115 a		t placement test s	Scores		
☐ Placement into	: .	T	Γ	T		
prefix & number:		☐ Prerequisite	Corequisite	pre/con		
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con		
	d for related instruction? Ple lated instruction templates.	ease confirm this by revie	wing			
communication, correquires you to sul	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					
galaanoo.						
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequent	puses, such as academ	ic programs that			
	tails, who was contacted and					
☐ Yes ⊠ No						
Implementation term	1 <del>-</del> ''					
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	12/21/20	Date 12		
John Mery (co-cha	iii )	jmery@pcc.edu	12/2 1/20	12		
SAC Administra	ative 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 – $DC - 4^{th}$ floor.						

### New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information					
Department:	MUSIC	Submitter	John Mery		
		name	971-722-4759		
		Phone	jmery@pcc.	edu	
		Email			
Course Prefix and Number:	MUS220b	# Credits:	1		
Course Title:	Chorus	Transcript Title	Chorus		
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
		Q0/II(I)	Lab: 1		
If the course is	repeatable then provide a				
compelling argu	ument.				
•	uivalent to another? If yes, they	Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
	NS: Check as many or as few option	•			
	ault grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-	
	details on grade options see the A				
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
	Audit in consultation with faculty	$\boxtimes$			
Begin each sente	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					
	s in the description. Please limit the				
Course Description:		in a large general chorus of mixed voices. Includes rehearsal and			
(field will expand as	performance of repertory drawn from the canon of choral works from the 16 <sup>th</sup> -21 <sup>st</sup> centuries. No audition is required.				
needed)					

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:	acement into:			ement into:			
course prefix & number: MUS220a				☐ 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 Use an understanding of beginning musicianship and performance etiquette to perform Learning basic repertory to a public audience as a member of a large vocal ensemble. Outcomes: (Use observable and measurable Use an understanding of beginning music literacy to prepare and rehearse basic repertory verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: notation in music score. (from CCOG) Sectional and group rehearsal. Public performance. Attendance and participation Outcomes assessment strategies: Performances Concert report

	001
Course	Vocal Genres:
Content: Themes, Concepts, Issues and Skills:	The classic repertoire Musical theatre Opera Jazz
(from CCOG)	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.

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.

hatare of the coarse, thought it will likely hot be eligible for och Ea 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	□ required or support for major		
Check all that apply	general education distribution requirement		
	□ general elective     □		

		│		
Provide evidence of transferability:		Completed <u>Transferability Status</u> form		
(minimum one, more preferred)		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		Yes – Submit the General Education form		
this time?		⊠ No		
Section #3 Additional Information for	new	LDC courses		
How or where will the course		on campus		
be taught. Check all that apply		hybrid on-line (complete DL Modality form, obtain signa other (explain)	ature and submit)	
Is this course in a degree or certificate	e as	required, an elective or a prerequisite? Please pro	ovide 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 Depar	tmer	nts		
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.	Onl	ly the others that are part of the expansion.		
	ı			
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.				
	Ι			
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) <u>imery@pcc.edu</u>				
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 – $4^{th}$ floor.				

# New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	MUSIC	Submitter	John Mery	
		name	971-722-47	59
		Phone Email	jmery@pcc.	edu
Course Prefix	MUS220c	# Credits:	1	
and Number:	10032200		I	
Course Title:	Chorus	Transcript Title (30 characters	Chorus	
(60 characters max)		max)		
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab:	
		<b>Q</b> 07 # 11 <b>=</b> 11	Lab: 1	
If the course is	repeatable then provide a			
compelling argu	ıment.			
Is this course equivalent to another? If yes, they		Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
	NS: Check as many or as few option	-	عمد مطلا مطالت	ion listed at the top of the
	ault grade option. What is the defor the CRN. Students who do not			
will automatically	be assigned to the default grade of	option. Call the Co	urriculum Offic	ce if you have questions 971-722-
7813. For more	details on grade options see the A			
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)			$\boxtimes$
	Pass/No pass			
	Audit in consultation with faculty			
	ence in the course description with			
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				xed voices. Includes rehearsal and
Description:				ss from the 16 <sup>th</sup> -21 <sup>st</sup> centuries. No
(field will expand as	audition is required.			
needed)				

General Education/Discipline Studies Standard Pre	requisite A	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: MUS220b		☐ Corequisite	☐ pre/co		
course prefix & number:					
course prefix & number:					
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 Use an understanding of beginning-intermediate musicianship and performance etiquette Learning to perform basic repertory to a public audience as a member of a large vocal ensemble. Outcomes: (Use observable and measurable Use an understanding of beginning-intermediate music literacy to prepare and rehearse verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and design: Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. (from CCOG) Sectional and group rehearsal. Public performance. Attendance and participation Outcomes assessment strategies: Performances Concert report

	366
Course Content:	Vocal Genres:
Themes,	The classic repertoire
Concepts,	Musical theatre
Issues and	Opera
Skills:	Jazz
(from CCOG)	Multicultural and nonwestern works
	Phonetics for Learning Foreign Language Works
	Musicianship:
	Dynamics
	Diction
	Phrasing
	Articulation
	Music Notation
	Conducting
Reason for the	Course expansion for repeatability.
new course	

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.

natare of the course, thought it will interf flot be digital for contact distance.				
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	<ul> <li>☐ required or support for major</li> <li>☐ general education distribution requirement</li> <li>☐ general elective</li> <li>☐ other (provide details)</li> </ul>			
Provide evidence of transferability: (minimum one, more preferred)	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> </ul>			

Required for Gen Ed only	Other - provide evidence		
Identify comparables at Oregon school	Is		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No		
Section #3 Additional Information for r	ew LDC courses		
How or where will the course	on campus		
be taught. Check all that apply	<ul> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signature and submit)</li> <li>other (explain)</li> </ul>		
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 Depart	ments		
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	No.		
another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NO.		
Implementation term:	<ul><li>Next available term after approval</li><li>Specify term AFTER the next available</li></ul>		
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			

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# New Course Lower Division Collegiate (LDC)

Section #1 Gene	ral Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-479 jmery@pcc.	
Course Prefix and Number:	MUS220d	# Credits:	1	
Course Title: (60 characters max)	Chorus	Transcript Title (30 characters max)	Chorus	
Can this course	No	Contact hours: PER	Lecture:	
be repeated?		QUARTER	Lec/lab:	
			Lab: 1	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they		☐ Yes	Course Number and Title	
must have the same description and outcomes.		No     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 th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
Audit in consultation with faculty		$\boxtimes$		
presents, continu	ence in the course description with les, promotes, and improves. Do it is in the description. Please limit the	not use the words:	"course" or "	students". Include any
Course Description: (field will expand as needed)				xed voices. Includes rehearsal and as from the 16 <sup>th</sup> -21 <sup>st</sup> centuries. No

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	☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placer			ment into:		
course prefix & number: MUS220c				☐ Corequisite	☐ pre/co
course prefix & number:					
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 Use an understanding of intermediate musicianship and performance etiquette to perform Learning basic repertory to a public audience as a member of a large vocal ensemble. Outcomes: (Use observable and measurable Use an understanding of intermediate music literacy to prepare and rehearse basic verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and design: Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. (from CCOG) Sectional and group rehearsal. Public performance. Attendance and participation Outcomes assessment strategies: Performances Concert report

Course	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.

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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- 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.

	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				
	oncon an that apply	general elective other (provide details)				
Provide evidence of transferability: (minimum one, more preferred)		☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution				

Required for Gen Ed only	Other - provide evidence			
Identify comparables at Oregon school	ols			
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No			
Section #3 Additional Information for r	new LDC courses			
How or where will the course	on campus			
be taught. Check all that apply	hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate	e 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 Depart	ments			
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:	<ul><li>Next available term after approval</li><li>Specify term AFTER the next available</li></ul>			
courses will implement in fall or spring	v course approval process before the course can be scheduled. Note: Most LDC terms depending on the formal approval process (see timetable linking request 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 – 4 <sup>th</sup> floor.		

# New Course Lower Division Collegiate (LDC)

Section #1 General Information						
Department: MUSIC		Submitter	John Mery			
		name	971-722-47			
		Phone Email	jmery@pcc.	edu		
Course Prefix	MUS220e	# Credits:	1			
and Number:	10002206		1			
Course Title:	Chorus	Transcript Title (30 characters	Chorus			
(60 characters max)		max)				
Can this course	No	Contact hours:	Lecture:			
be repeated?		PER QUARTER	Lec/lab:			
			Lab: 1			
If the course is	repeatable then provide a					
compelling argu	ıment.					
		_				
Is this course equivalent to another? If yes, they		│	Course Number and Title			
	me description and outcomes.	⊠ No				
	NS: Check as many or as few option	-	عمد مطلا مطالان	ion listed at the top of the		
	ault grade option. What is the defor the CRN. Students who do not					
will automatically	be assigned to the default grade of	option. Call the Co	urriculum Offic	ce if you have questions 971-722-		
7813. For more	details on grade options see the A					
		Check all th	at apply	Default (Choose one)		
	A-F (letter grade)			$\boxtimes$		
	Pass/No pass	$\boxtimes$				
	Audit in consultation with faculty					
	ence in the course description with					
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				xed voices. Includes rehearsal and		
Description:				ks from the 16 <sup>th</sup> -21 <sup>st</sup> centuries. No		
(field will expand as	audition is required.					
needed)						

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:		☐ Place	ment into:		
course prefix & number: MUS220d			☐ 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 Use an understanding of intermediate-advanced musicianship and performance etiquette Learning to perform basic repertory to a public audience as a member of a large vocal ensemble. Outcomes: (Use observable and measurable Use an understanding of intermediate-advanced music literacy to prepare and rehearse verbs) basic repertory as a member of a large vocal ensemble. Use an understanding of intermediate-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 intermediate-advanced repertory to accurately interpret vocal music in performance. Learn and rehearse choral part both aurally and through printed music notation. Course activities and design: Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. (from CCOG) Sectional and group rehearsal. Public performance. Attendance and participation Outcomes assessment strategies: Performances Concert report

	376
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.

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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- 3. Will the course be accepted as part of the University's distribution requirements?

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	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				
	oncon an that apply	general elective other (provide details)				
Provide evidence of transferability: (minimum one, more preferred)		☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution				

Required for Gen Ed only	Other - provide evidence	
Identify comparables at Oregon school	ols	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form No	
Section #3 Additional Information for	new LDC courses	
How or where will the course be taught. Check all that apply	<ul> <li>⋈ on campus</li> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signature and submit)</li> <li>other (explain)</li> </ul>	
Is this course in a degree or certificate	e 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 Depar	tments	
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	No.	
another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	INO.	
Implementation term:	<ul><li>✓ Next available term after approval</li><li>✓ Specify term AFTER the next available</li></ul>	
courses will implement in fall or spring	w course approval process before the course can be scheduled. Note: M g terms depending on the formal approval process (see timetable linking There may be exceptions for LDC disciplines that operate as CTE progra	request
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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# New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	MUSIC	Submitter	John Mery	
		name	971-722-47	59
		Phone	jmery@pcc.	edu
		# Credits:		
Course Prefix and Number:	MUS220f		1	
Course Title:	Chorus	Transcript Title	Chorus	
(60 characters max)		(30 characters max)		
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab:	
			Lab: 1	
If the course is	repeatable then provide a			
compelling argu	iment.			
Is this course equivalent to another? If yes, they		☐ Yes	Course Number and Title	
must have the same description and outcomes.		⊠ 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 th		Default (Choose one)
	A-F (letter grade)			
	Pass/No pass	$\boxtimes$		
Audit in consultation with faculty		$\boxtimes$		
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				xed voices. Includes rehearsal and
Description:	. , ,	from the canon o	of choral work	ss from the 16 <sup>th</sup> -21 <sup>st</sup> centuries. No
(field will expand as needed)	audition is required.			

	000
Addendum to Course Description:	

General Education/Discipline Studies Standard P	rerequisite A	Approval		
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☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	☐ Place	ement into:		
course prefix & number: MUS220e			☐ Corequisite	☐ pre/co
course prefix & number:			☐ 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 Use an understanding of advanced musicianship and performance etiquette to perform Learning basic repertory to a public audience as a member of a large vocal ensemble. Outcomes: (Use observable and measurable Use an understanding of advanced music literacy to prepare and rehearse basic repertory verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and design: Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. (from CCOG) Sectional and group rehearsal. Public performance. Attendance and participation Outcomes assessment strategies: Performances Concert report

	381
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.

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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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	□ required or support for major	
Check all that apply	general education distribution requirement	
• • •	□ general elective	
	other (provide details)	
Provide evidence of transferability:	Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	☐ 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?	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>	
Section #3 Additional Information for r	new LDC courses	
How or where will the course be taught. Check all that apply	<ul> <li>on campus</li> <li>hybrid</li> <li>on-line (complete DL Modality form, obtain signature and submit)</li> <li>other (explain)</li> </ul>	
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 Depart	ments	
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:	<ul><li>✓ Next available term after approval</li><li>✓ Specify term AFTER the next available</li></ul>	
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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### **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	
$\boxtimes$	description (include requisites)	
$\boxtimes$	outcomes	
prerequisites and co-requisites		
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information		
Department	MUSIC	Submitter name	John Mery
		Phone	971-722-4759
		Email	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

Proposed Description

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(include requisites)
Develop a high level of artistic choral singing through directed rehearsal and performance of music for the smaller choir of mixed voicessoprano, 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	New learning outcomes		
(required information for all course revisions)			
This course is primarily a music performance course. The majority of the course will be taught as a directed rehearsal	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.		
A. Students will be able to learn choral parts aurally and through music reading	Use a basic understanding of elementary music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble.		
B.Students will be able to execute musical directions of choir director and make appropriate notation in music score	Use a basic understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal		
C.Students will be able to accurately follow the conducting pattern of the director ensemble during rehearsal.			
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			
Reason Some of the current outcomes ar	e in-class activities. Revised to reflect what student will.		

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:				pre/con	
prefix & number: Prerequisite Corequisite pre/				pre/con	
		es, corequisites and conc			
	e NOT changing prerequisit	•			
	quisites - WR 115, RD 115 a	and MTH 20 or equivalen	t placement test s	scores	
☐ Placement into:				T	
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
[ ·					
	for related instruction? Pleated instruction templates.	ease confirm this by revie	wing		
communication, co requires you to sub	things: 1) Outcomes – if your mputation and/or human report a related instruction in 0 m. Visit the comprehensive	lations and 2) the hours o	of student learning ame time as you s	j. Then this submit this	
galdarice.	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					
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			Date		
John Mery (co-chair) jm		jmery@pcc.edu	12/21/20	12	
SAC Administra	tive 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 – $DC - 4^{th}$ floor.				

# New Course Lower Division Collegiate (LDC)

Section #1 Gene	Section #1 General Information				
Department:	MUSIC	Submitter	John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.edu		
		# Credits:			
Course Prefix and Number:	MUS221b		1		
Course Title:	Chamber Chorus	Transcript Title	Chamber C	Chorus	
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
Is this course equivalent to another? If yes, they		Yes	Course Number and Title		
must have the same description and outcomes.		⊠ 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-				
	details on grade options see the A				
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass					
Audit in consultation with faculty		$\boxtimes$			
	ence in the course description with				
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any					
	s in the description. Please limit the Provides the opportunity to sir				
Course Description:					
(field will expand as	performances. Audition requir			h h	
needed)	·				

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline	Studies Standard Pre	requisite A	pproval		
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 - WF	₹ 115, RD 115 and MTI	H 20 or equ	ivalent placement	test scores	
☐ Placement into:		☐ Place	ement into:		
course prefix & number: MUS22	.1a			☐ Corequisite	☐ pre/co
course prefix & number:			Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					
LEARNING OUTCOMES: De	scribe what the stude	ent will be	able to do "out th	nere" (in their life r	oles as

worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
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:

	389
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.
now oddiod	

Section #2 Transferabiltiy	
the transferability of LDC courses. The sta our new LDC course in transfer. We antici- from more than one school before a new of possible in the development and internal a colleagues at one or more OUS schools to 1. Is there an equivalent lower division course. 2. Will a department accept the course for 3. Will the course be accepted as part of the	its major or minor requirements?
nature of the course, though it will likely no	
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	☐ required or support for major
Check all that apply	general education distribution requirement
	general elective
	other (provide details)
Provide evidence of transferability:	Completed <u>Transferability Status</u> form
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution
Required for Gen Ed only	Other - provide evidence
Identify comparables at Oregon schools	

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Is General Education or Cultural

Yes – Submit the General Education form

this time?	⊠ No		
Section #3 Additional Information for r			
How or where will the course	on campus		
be taught. Check all that apply	hybrid on-line (complete DL M	lodality form, obtain signa	iture and submit)
	other (explain)	, ,	,
Is this course in a degree or certificate	e as required, an elective or a	a prerequisite? Please pro	ovide 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 Depart	tments		
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 par	t 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:	<ul><li>Next available term a</li><li>Specify term AFTER</li></ul>	• •	
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.			
Cooking # 4 Described D			
Section # 4 Department Review	SAC lovel and approved for	oubmission.	
This proposal has be reviewed at the			 nail
SAC Chair (type	: IIdIIIE)		IIali
John Mery (co-chair)		jmery@pcc.edu	

SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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# New Course Lower Division Collegiate (LDC)

Section #1 Gene	Section #1 General Information				
Department:	MUSIC	Submitter	John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.edu		
		# Credits:			
Course Prefix and Number:	MUS221c		1		
Course Title:	Chamber Chorus	Transcript Title	Chamber C	Chorus	
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
Is this course equivalent to another? If yes, they		☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ 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 th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass		$\boxtimes$			
Audit in consultation with faculty		$\boxtimes$			
	ence in the course description with				
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)	will expand as 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:	☐ Place	ement into:			
course prefix & number: MUS221b			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 Use a developing understanding of musicianship and performance etiquette to perform Learning basic/intermediate-level repertory to a public audience as a member of a small vocal Outcomes: (Use observable ensemble. and measurable verbs) Use a developing understanding of music literacy to prepare and rehearse basic/ intermediate 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: notation in music score. (from CCOG) Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports □ Class participation □ Score annotation □ Part singing tests Vocal Genres: Course

394		
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.	

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 eliqible for Gen Ed status.

hature of the course, thought the will likely hot be eligible for Geri Eu 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	□ required or support for major	
Check all that apply	general education distribution requirement	
	□ general elective	
	other (provide details)	
Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution	
Required for Gen Ed only	☐ Other - provide evidence	

Identify comparables at Oregon school	ols			
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the ⊠ No	☐ Yes – Submit the <u>General Education</u> form ☐ No		
Section #3 Additional Information for How or where will the course	new LDC courses  On campus			
be taught. Check all that apply	hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate	e 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 Depar	tments			
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 pa	ort 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:		after approval		
	☐ Specify term AFTEF			
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	e name)	Email		

John Mery (co-chair)	<u>imery@pcc.edu</u>	
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 – $DC - 4^{th}$ floor.		

# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information					
Department:	MUSIC	Submitter	John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.	edu	
		# Credits:			
Course Prefix and Number:	MUS221d		1		
Course Title:	Chamber Chorus	Transcript Title	Chamber C	Chorus	
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
<u> </u>	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
GRADE OPTIONS: Check as many or as few options as you'd like					
	nult grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-	
	details on grade options see the A				
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass		$\boxtimes$			
Audit in consultation with faculty		$\boxtimes$			
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 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					
(field will expand as	performances. Audition requir				
needed)					

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline Studies Standard Pre	requisite A	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 MT	H 20 or equ	ivalent placement	test scores	
☐ Placement into:	☐ Place	ement 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 Use a developing understanding of musicianship and performance etiquette to perform Learning intermediate-level repertory to a public audience as a member of a small vocal ensemble. Outcomes: (Use observable and measurable Use a developing understanding of music literacy to prepare and rehearse intermediate verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: notation in music score. (from CCOG) Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports Class participation □ Score annotation □ Part singing tests Vocal Genres: Course Content:

Themes, Concepts,	Performance Concepts and Practicum			
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			
	<u>Tools</u>			
	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	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, U of O, OSU, SOU (all OUS institutions that offer MUS courses)		
How does it transfer	☐ required or support for major		
Check all that apply	general education distribution requirement		
	general elective		
other (provide details)			
Provide evidence of transferability:	Completed <u>Transferability Status</u> form		
(minimum one, more preferred)   E-mail correspondence with receiving institution			
Required for Gen Ed only	for Gen Ed only  Other - provide evidence		
Identify comparables at Oregon schools			

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Yes – Submit the General Education form

Is General Education or Cultural

Diversity designation being sought at this time?	⊠ No		
Section #3 Additional Information for ne	w LDC courses		
How or where will the course	on campus		
be taught. Check all that apply	hybrid	Andrik, frans abtain simo	to one of a colone it
	other (explain)	lodality form, obtain signa	ture and Submit)
Is this course in a degree or certificate a		a prerequisite? Please pro	vide 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 Departm	nents		
	Only the others that are par	t of the expansion.	
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.			
reaction.			
Is there any potential impact on	No.		
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 a	• •	
	Specify term AFTER		
Allow 3-4 months to complete the new courses will implement in fall or spring to			
and review to implementation term). The			
Section # 4 Department Review			
This proposal has be reviewed at the SA	AC level and approved for	submission.	
SAC Chair (type name)		En	nail
John Mery (co-chair)		jmery@pcc.edu	

SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information					
Department:	MUSIC	Submitter	John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.	edu	
		# Credits:			
Course Prefix and Number:	MUS221e		1		
Course Title:	Chamber Chorus	Transcript Title	Chamber C	Chorus	
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
<u> </u>	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
GRADE OPTION	GRADE OPTIONS: Check as many or as few options as you'd like				
	nult grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of			a change in the dropdown menuce if you have questions 971-722-	
	details on grade options see the A				
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass		$\boxtimes$			
Audit in consultation with faculty		$\boxtimes$			
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 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					
(field will expand as performances. Audition required.					
needed)					

Addendum to Course Description:	Division of voices may be adapted to suit enrollment (SATB, SAB, SSA)

General Education/Discipline Studies Standard Pre	requisite A	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:	☐ Place	ement into:		
course prefix & number: MUS221d		☐ 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 Use an understanding of musicianship and performance etiquette to perform Learning intermediate/advanced-level repertory to a public audience as a member of a small vocal Outcomes: (Use observable ensemble. and measurable verbs) Use an understanding of music literacy to prepare and rehearse intermediate/advanced repertory as a member of a small vocal ensemble. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: (from CCOG) notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports □ Class participation □ Score annotation ☐ Part singing tests Vocal Genres: Course Content: Themes, Performance Concepts and Practicum Concepts, Issues and Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and

	TUT		
Skills: (from CCOG)	non-Western works		
<u></u>	A cappella and/or accompanied performance		
	Secular and Sacred works (cantatas, madrigals, motets etc.)		
	Performance practice and etiquette		
	<u>Tools</u>		
	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 eliqible for Gen Ed status.

natare of the course, thought it will likely flot be engine for cent La statae.		
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	<ul> <li>☑ required or support for major</li> <li>☐ general education distribution requirement</li> <li>☑ general elective</li> <li>☐ other (provide details)</li> </ul>	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>	
Identify comparables at Oregon schools		
Is General Education or Cultural Diversity designation being sought at	<ul><li>☐ Yes – Submit the <u>General Education</u> form</li><li>☑ No</li></ul>	

Section #3 Additional Information for	new LDC courses		
How or where will the course	│		
be taught. Check all that apply	l <u> </u>	Modality form, obtain signa	ture and submit)
	other (explain)		,
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	
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 Depar	tments		
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.		
	Г		
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.			
	<del>,</del>		
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 a	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.			
Continue # 4 Department Devices			
Section # 4 Department Review  This proposal has be reviewed at the	SAC level and approved for	euhmission	
This proposal has be reviewed at the SAC level and approved for SAC Chair (type name)			nail
John Mery (co-chair)	o name)	imery@pcc.edu	IGII
SAC Administrative Liais	on (type name)		nail
Cheryl Scott	(gpo name)	Email cscott@pcc.edu	
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# New Course Lower Division Collegiate (LDC)

Save this document as the course prefix and number Send the completed form electronically to <a href="mailto:curriculum@pcc.edu">curriculum@pcc.edu</a>

Section #1 General Information				
Department:	MUSIC	Submitter	John Mery	
		name Phone	971-722-47	
		Email	jmery@pcc.	edu
Course Prefix and Number:	MUS221f	# Credits:	1	
Course Title:	Chamber Chorus	Transcript Title	Chamber C	Chorus
(60 characters max)		(30 characters max)		
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab:	
			Lab: 30	
If the course is compelling argu	repeatable then provide a iment.			
Is this course ear	uivalent to another? If yes, they	☐ Yes	Course Num	nber and Title
must have the same description and outcomes.		□ . oc   ⊠ No	ocarco rian	
	NS: Check as many or as few option			
<b>Choose the default grade option</b> . What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			a change in the dropdown menuce if you have questions 971-722-	
To rot to the section of grade options and the		Check all th		Default (Choose one)
	A-F (letter grade)			$\boxtimes$
	Pass/No pass	$\boxtimes$		
Audit in consultation with faculty		$\boxtimes$		
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 Pre	erequisite 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	ΓH 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 Use a developed understanding of musicianship and performance etiquette to perform Learning advanced-level repertory to a public audience as a member of a small vocal ensemble. Outcomes: (Use observable and measurable Use a developed understanding of music literacy to prepare and rehearse advanced verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: notation in music score. (from CCOG) Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports □ Class participation ☐ Score annotation □ Part singing tests Vocal Genres: Course Content: Performance Concepts and Practicum Themes,

	409
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
	<u>Tools</u>
	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 cossible 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 nature of the course, though it will likely no	may still be accepted or approved as an LDC course, depending on the other beautiful to the 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	<ul> <li>☐ required or support for major</li> <li>☐ general education distribution requirement</li> <li>☐ general elective</li> <li>☐ other (provide details)</li> </ul>	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<ul> <li>☐ Completed <u>Transferability Status</u> form</li> <li>☐ E-mail correspondence with receiving institution</li> <li>☐ Other - provide evidence</li> </ul>	
Identify comparables at Oregon schools		
Is General Education or Cultural	Yes – Submit the General Education form	

	710
Diversity designation being sought at this time?	⊠ No

Section #3 Additional Information for new LDC courses			
How or where will the course	on campus		
be taught. Check all that apply	│	Modality form, obtain signa	iture and submit)
	other (explain)	iodanty form, obtain oigha	itaro ana odomity
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide 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 Depar	tments		
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 particle.	rt 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:	<ul><li>✓ Next available term after approval</li><li>✓ Specify term AFTER the next available</li></ul>		
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	e name)		nail
John Mery (co-chair)		jmery@pcc.edu	
SAC Administrative Liaison (type name)		En	nail

Cheryl Scott cscott@pcc.edu

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#### Course Revision

What d	o you	want to	change?
--------	-------	---------	---------

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

ourse number

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 <u>curriculum@pcc.edu</u>

Section #1 G	eneral Information		
Department	Criminal Justice	Submitter name	Jim Parks
		Phone	X5236
		Email	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

	emotional regulation, stress nt, mind fitness and human	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.

	revisions)
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,

Current learning outcomes

(required information for all course

 Enhance quality police service by addressing institutional challenges with the latest approaches and practices for improved public relations and reduced citizen complaints.

professionalism and community

building.

- 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.
- 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.

### 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 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

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.						
	corequisites and concurrent					
If you are <b>NOT</b> changing prerequisites						
Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent placer	nent test scores				
Placement into: .						
prefix & number:	<u> </u>	requisite  pre/con				
prefix & number:	☐ Prerequisite ☐ Co	requisite				
	s, corequisites and concurrent	S : 41 :				
If you are <b>NOT</b> changing prerequisites						
Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent placer	ment test scores				
Placement into:						
prefix & number: CJA 251	☐ Prerequisite ☐ Co	requisite  pre/con				
prefix & number:	☐ Prerequisite ☐ Co	requisite  pre/con				
Is this course used for related instruction? Plea the inventory of related instruction templates.	se confirm this by reviewing	□ yes ⊠ no				
<b>If yes. Check two things</b> : 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.						
- Sandanioo						
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						
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum						
Continue # 2 Department Deview						
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				
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# Contact and/or Credit Hour Change

Section #1 General Information					
Department	C	riminal Justice	Submitter name, phone, and email	Jim Parks X5236 jparks@pcc.edu	
Course prefix and number	C.	JA 248	Course title	Community Building Through Officer Resilience	
•1 credit of le	ectu ec-la	re meets 1 hr /wk (10 hr/term), p ab meets 2 hr/wk (20 hr/term), pl	us 1 hr of stu	dy, for	
CURRENT C	O	NTACT AND CREDIT HOURS	PROPOSEI	CON1	FACT 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.			eatisfy 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.					
	, , , , , , , , , , , , , , , , , , ,				
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?					
<ul><li>☐ Yes</li><li>☐ No</li><li>If yes, then you need to complete a degree/certificate change form located on the curriculum website</li></ul>					
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		<ul><li>☑ Next available term after approval</li><li>☐ Specific term</li></ul>				

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

#### 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				
prerequisites and co-requisites				
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

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 re	flects what is being	taught in 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 Proposed Description (required information for all course (include requisites) revisions. Include requisites) Continues the concepts of health Continues the concepts of health information information management covered in Health management covered in Health Record Content 1 Information Management 1 including including components of the content, use and structure components of the content, use and of non-hospital healthcare data. structure of non-hospital healthcare data. Audit available.

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course

Re	ason
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				

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		
				I		
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.						
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 DEPARTME that may impact other departmenthis course for their program or	nts or campuses	s, such as academ	ic programs th			
Please provide details, who was co	ntacted and the	resolution.				
☐ Yes ☑ No						
· ·						
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	awe	nning@pcc.edu	12/18/2	2012		
SAC Administrative Liaison (typ	e name)	Email		Date		
Sarah Tillery	sara	h.tillery@pcc.edu	12/18/1	2		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – $4^{th}$ floor.						