

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

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

Experimental Courses:

ESOL 199N – Intermediate Pronunciation  
PE 199Y – Aquatic Adapted Physical Education

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

Course Inactivation:

FP 9140 – Fire Officer I

Available Grading Option:

AMT courses – removed P/NP option  
AD courses – removed P/NP option  
FP 280A – made P/NP only

Old Business:

152. D 275 – Dance and Hip Hop Culture  
New Course

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

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

464. MUS 191A – Class Guitar I - beginning  
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

469. MUS 192C – Class Guitar II  
New Course

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

477. MUS 221B – Chamber Chorus  
New Course

478. MUS 221C – Chamber Chorus  
New Course

479. MUS 221D – Chamber Chorus  
New Course

480. MUS 221E – Chamber Chorus  
New Course

481. MUS 221F – Chamber Chorus  
New Course

New Business:

485. RD 80 – Reading 80  
Course Revision – Des, Out, Req

486. RD 90 – Reading 90  
Course Revision – Des, Out, Req

487. WR 80 – Writing 80  
Course Revision – Des, Out, Req

488. WR 90 – Writing 90  
Course Revision – Des, Out, Req
489. ASL 265 – Fingerspelling and Numbers for ASL Students  
New Course
490. FP 161 – Vehicle Extrication  
Contact/Credit Hour Change
491. FP 161 – Vehicle Extrication  
Course Revision – Title, Des, Out
492. FP 225 – Fire Department Customer Service  
Course Revision – Des, Out, Req
493. FP 9120 – Fire Codes & Related Ordinances  
Course Revision – Number, Des, Out, Req
494. CHLA 203 – Chicano/Latino Studies III  
General Education
495. MM 263 – Cinematography/Lighting  
New Course
496. MM 264 – Broadcast I  
New Course
497. MM 265 – Broadcast II  
New Course
498. HST 100 – Introduction to History  
Contact/Credit Hour Change
499. HST 100 – Introduction to History  
Course Revision – Des
500. BI 211 – Principles of Biology  
Course Revision – Des, Req
501. PHL 197 – Electronic Media & the Presentation of Reality  
Course Revision – Title
502. PHL 201H – Being and Knowing: Honors  
New Course
503. PHL 202H – Ethics: Honors  
New Course

504. COMM 228 – Mass Communication  
Course Revision – Title, Des, Out

505. J 201 – Mass Media and Society  
Course Revision – Title, Des, Out

506. J 201 – Mass Communication and Society  
General Education

507. MUC 126A – Computer Notation and Scoring 1  
New Course

508. MUC 126B – Computer Notation and Scoring 2  
New Course

509. MUC 144B – Contemporary Singing II  
New Course

510. EC 221 – Globalization and International Relations  
New Course

511. SOC 221 – Globalization and International Relations  
New Course

512. PS 221 – Globalization and International Relations  
New Course

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 <a href="mailto:heidi.diaz@pcc.edu">heidi.diaz@pcc.edu</a>
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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	Examines the historical, artistic, social, and cultural relevance of Hip Hop both in the U.S. and abroad. Uses the four elements of Hip Hop as a foundation to explore a variety of topics related to dance in Hip Hop culture.		

Addendum to Course Description:	
---------------------------------	--

### General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> 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 style="list-style-type: none"> <li>Engage in, and/or appreciate different forms of creative and artistic expression, connecting personal responses to a broader context.</li> <li>Explain how personal and formal factors shape one’s own responses to various forms of art.</li> <li>Formulate and articulate ideas through writing and discussion.</li> <li>Identify and acknowledge cultural perspectives and values different from their own.</li> </ul>
Course activities and design: (from CCOG)	<p>Review and summarize key points from assigned readings, documentaries and live events</p> <p>Written exams</p> <p>Questionnaires</p> <p>Class discussion and debate</p>
Outcomes assessment strategies:	<p>Questionnaires</p> <p>Written exams</p> <p>Written reviews/critiques</p> <p>Creative project</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Explore the four elements of Hip Hop</p> <p>Examine how Hip Hop has evolved over time</p> <p>Identify subcultures of Hip Hop</p> <p>Evaluate the relationship between Hip Hop and popular media</p> <p>Provide arguments to support opinions regarding certain forms of artistic expression</p> <p>Identify and summarize key points contained in documentaries and videos</p> <p>Attend and review related live events</p> <p>Complete a creative project embodying an element of Hip Hop culture</p> <p>Apply skills of observation, interpretation, and evaluation in looking at various forms of artistic</p>

	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 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?  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?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	* 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	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
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:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> 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 been 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 <sup>th</sup> floor.	



Portland Community College

Course Revision

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

course number  
 title  
 description (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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Current prefix and number	ART 143	Proposed prefix and number	ART 143 A
Current course title	B&W Photo II (Darkroom)	Proposed title (60 characters max)	B&W Photo II (Darkroom)
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

<p><b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description.</p>	
<p>Current Description  <b>(required information for all course revisions. Include requisites)</b></p>	<p>Proposed Description  <b>(include requisites)</b></p>

<p>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.</p>	<p>Covers <b>advanced</b> darkroom techniques. Utilizes a broad range of advanced darkroom processes to further develop problem-solving skills and create prints. Includes critiques, discussion and presentations to establish more sophisticated skills to evaluate prints. 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. <b>This is the first course of a three-course sequence for second year darkroom photography. Prerequisite: ART 142C or Instructor Approval.</b></p>
<p>Reason for change</p>	<p>Clarification of course and updating terminology.</p>

<p><b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.</p>	
<p>Current learning outcomes <b>(required information for all course revisions)</b></p>	<p>New learning outcomes</p>
<p>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 &amp; fulfilling.                  ? Navigate challenges &amp; opportunities of</p>	<p>Upon successful completion students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand, interpret and enjoy black and white photography from past to present at a <b>beginning-advanced level</b></li> <li>• Ask <b>beginning-advanced questions about photography informed by complex ideas and issues.</b></li> <li>• Find and develop ways to solve artistic and conceptual problems using a variety of environmentally <b>sustainable practices.</b></li> <li>• Create <b>advanced</b> photographic work that is personally significant &amp; fulfilling.</li> <li>• Navigate challenges &amp; opportunities of working in a community photographic studio.</li> </ul>

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

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

**Current prerequisites, corequisites and concurrent**  
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  
 Art SAC previously opted out of these prerequisites for all Studio courses.

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

**Proposed prerequisites, corequisites and concurrent**  
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores  
 Art SAC previously opted out of these prerequisites for all Studio courses.

X Placement into: Please see course description explanation.

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

Yes  
 No

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

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

### Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	<a href="mailto:ebilyeu@pcc.edu">ebilyeu@pcc.edu</a>	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	<a href="mailto:gene.flores@pcc.edu">gene.flores@pcc.edu</a>	

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

## Portland Community College

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

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 143B	# Credits:	3
Course Title: (60 characters max)	B&W Photo II (Darkroom)	Transcript Title (30 characters max)	B&W Photo II (Darkroom)
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 <b>advanced</b> darkroom techniques. Utilizes a broad range of advanced darkroom processes to further develop problem-solving skills and create prints. Includes critiques, discussion and presentations to establish more sophisticated skills to evaluate prints. 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. <b>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.</b>		

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

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

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

X Placement into: Please see course description explanation.

Placement into:

course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Upon successful completion students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand, interpret and enjoy black and white photography from past to present in a local as well as global context at an <b>intermediate-advanced level</b>.</li> <li>• Ask <b>intermediate-advanced</b> questions about photography informed by complex ideas and issues, with appropriate vocabulary.</li> <li>• Find and develop creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable strategies.</li> <li>• Create advanced photographic work that is personally significant &amp; fulfilling.</li> <li>• Navigate challenges &amp; opportunities of working in a community photographic studio.</li> </ul>
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> <li>• Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes.</li> <li>• Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced.</li> <li>• Build upon current skill set with the intent of working towards technical proficiency and professional quality.</li> <li>• Develop safe studio practices in regards to the handling of tools, chemicals and machinery</li> </ul>

	<p>within a communal studio space.</p> <ul style="list-style-type: none"> <li>• Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions.</li> <li>• Increase proficiency in assessing and self-critiquing personal work to strategize creative solutions.</li> <li>• Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.</li> </ul>
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> <li>• Complete and present the individual work within a professional studio critique.</li> <li>• Understand and begin to integrate the vocabulary and concepts necessary to engage within a studio environment</li> <li>• Demonstrate appropriate techniques in intermediate printing and studio habits beyond the classroom studio</li> <li>• Demonstrate ability to meet printing deadlines with proper time management and craftsmanship.</li> <li>• Prepare portfolios for professional presentation.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<ul style="list-style-type: none"> <li>• Visual awareness and ability to see.</li> <li>• Methodologies for designing and creating a photographic print.</li> <li>• Challenges to visualization inherent in advanced black and white darkroom photography.</li> <li>• Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media.</li> <li>• Photography in history.</li> <li>• Options and possibilities for original work.</li> <li>• Evaluating prints.</li> <li>• Safety.</li> <li>• Environmental concerns related to materials, chemicals, and proper disposal of waste.</li> <li>• Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques)</li> </ul> <p><b>SKILLS AND METHODOLOGIES</b></p> <p><u>Advanced exposure techniques:</u> □ 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.</p> <p><u>Advanced B/W printing methods:</u> □ 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.</p> <p><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. □□</p> <p><u>Developing Visual Literacy:</u> □ 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.</p>

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of black and white photography darkroom courses (ART 143 A, B, C).
---------------------------	---

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?  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?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or	



describe the nature of acknowledgements and/or agreements that have been reached.	
---	--

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:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available summer 2013
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

<b>Section # 4 Department Review</b>	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	<a href="mailto:ebilyeu@pcc.edu">ebilyeu@pcc.edu</a>
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 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 143C	# Credits:	3
Course Title: (60 characters max)	B&W Photo (Darkroom) II	Transcript Title (30 characters max)	B&W Photo (Darkroom) II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture:  Lec/lab: 60  Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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 <b>advanced</b> darkroom techniques. Utilizes a broad range of advanced darkroom processes to further develop problem-solving skills and create prints. Includes critiques, discussion and presentations to establish more sophisticated skills to evaluate prints. 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. <b>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.</b>		

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

### General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

X  Placement into: Please see course description explanation.

Placement into:

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

None – please explain

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

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

**Upon successful completion students should be able to:**

- Understand, interpret and enjoy black and white photography from past to present in a local as well as global context at an **advanced level**.
- Ask **advanced** questions about photography informed by complex ideas and issues, with appropriate vocabulary.
- Find and develop creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable strategies.
- Create advanced photographic work that is personally significant & fulfilling.
- Navigate challenges & opportunities of working in a community photographic studio.

Course activities and design:  
(from CCOG)

- Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes and formats.
- Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced.
- Build upon current skill set with the intent of working towards technical proficiency and professional quality.
- Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space.
- Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions.

	<ul style="list-style-type: none"> <li>• Increase proficiency in assessing and self-critiquing personal work to strategize creative solutions.</li> <li>• Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.</li> </ul>
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Complete and present the individual work within a professional studio critique.</li> <li>• Understand and integrate the vocabulary and concepts necessary to engage within a studio environment</li> <li>• Demonstrate appropriate techniques in advanced printing and studio habits beyond the classroom studio</li> <li>• Demonstrate ability to meet printing deadlines with proper time management and craftsmanship.</li> <li>• Prepare portfolios for professional presentation.</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	<ul style="list-style-type: none"> <li>• Visual awareness and ability to see.</li> <li>• Methodologies for designing and creating a photographic print.</li> <li>• Challenges to visualization inherent in advanced black and white darkroom photography.</li> <li>• Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media.</li> <li>• Photography in history.</li> <li>• Options and possibilities for original work.</li> <li>• Evaluating prints.</li> <li>• Safety.</li> <li>• Environmental concerns related to materials, chemicals, and proper disposal of waste.</li> <li>• Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques)</li> </ul> <p><b>SKILLS AND METHODOLOGIES</b></p> <p><u>Advanced exposure techniques:</u> <input type="checkbox"/> 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.</p> <p><u>Advanced B/W printing methods:</u> <input type="checkbox"/> 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.</p> <p><u>Print Finishing and Presentation:</u> <input type="checkbox"/> 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. <input type="checkbox"/></p> <p><u>Developing Visual Literacy:</u> <input type="checkbox"/> 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.</p>
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 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?            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?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	Already approved by GenEd
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input checked="" type="checkbox"/> Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

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:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available summer 2013
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	<a href="mailto:ebilyeu@pcc.edu">ebilyeu@pcc.edu</a>
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 <sup>th</sup> floor.	

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## 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.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course will investigate central ethical issues pertaining to the care of elderly patients. Students will become more familiar with various ethical principles and frameworks and then apply these to various ethical issues and dilemmas that arise in	Applies various ethical principles and critical frameworks to ethical issues and dilemmas that arise in working with older people in a variety of settings. Utilizes an interdisciplinary approach to investigate ethical issues in gerontology and become more proficient in ethical decision making in order to engage

<p>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.</p>	<p>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.</p>
<p>Reason for change</p>	<p>The Gerontology department requested more clarity and consistency with the course description to better reflect the perspective of their department.</p>

**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](#).

<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>Students completing this course should be able to:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p>Explain how society’s views of aging impact ethical decisions made and policies created in order to analyze and resolve moral dilemmas associated with work with and for older adults.</p> <p>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.</p> <p>Investigate <i>traditional</i> meanings of autonomy in comparison to <i>relational</i> autonomy in order to facilitate better understanding and more ethical treatment of older adults.</p> <p>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.</p> <p>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.</p>



Reason for change	The Gerontology department requested more clarity and consistency with the course outcomes to better reflect the perspective of their department.
-------------------	---

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

**Current prerequisites, corequisites and concurrent**  
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

**Proposed prerequisites, corequisites and concurrent**  
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input type="checkbox"/> no

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

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

Please provide details, who was contacted and the resolution.

X <input type="checkbox"/>	Yes No	Yes, the course changes were initiated by the Gerontology department and received constructively by the Philosophy department.
-------------------------------	-----------	--

Implementation term	X Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
---------------------	--

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Matthew S. Stockton	<a href="mailto:mstockto@pcc.edu">mstockto@pcc.edu</a>	2.18.2012
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	<a href="mailto:lgoldy@pcc.edu">lgoldy@pcc.edu</a>	2.18.2012
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 <sup>th</sup> floor.		

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General 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.		

<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Group instruction in guitar. Covers traditional classical guitar technique. Focuses on note reading and basic music theory as applies to guitar. Topics include single line first position melodies, common arpeggio patterns and music in two or more parts. Includes both solo and ensemble performance. Attention given to history and repertoire of the guitar. No previous experience required. Audit available.	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term.
<b>Reason for change</b>	Description changed to comply with current format guidelines. To account for new repeatability policies, music is creating three graduated levels of performance classes.

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> <li>• Students will be able to perform single line melodies and simple polyphonic pieces in the first position.</li> <li>• Students will be able to execute musical works using basic classical guitar technique.</li> <li>• Students will be able to recognize the basic components of music theory.</li> </ul> <p>Students will begin to be able to identify the stylistic variations between musical genres.</p>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use an understanding of elementary musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques.</li> <li>• Use an understanding of elementary level music literacy to notate basic musical ideas for performance on the guitar.</li> <li>• Use an understanding of elementary level guitar skills to identify and solve technical problems involved in performing a basic musical work on the guitar.</li> <li>• Recognize and utilize the elementary components of music theory.</li> <li>• Use an elementary understanding of their primary instrument to continue to improve as a performer of music.</li> </ul>
<b>Reason for change</b>	Outcomes have been updated to newer format and edited to create a template that can be easily augmented to a graduated system of three levels. Wording has been improved.

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

**Current prerequisites, corequisites and concurrent**

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

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

Placement into: .

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

**Proposed prerequisites, corequisites and concurrent**

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

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

Placement into:

prefix & number:

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes

X no

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

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

Please provide details, who was contacted and the resolution.

X Yes

No

Allen Jones was contacted from Professional Music to address any possible issues. None were noted.

Implementation term

Next available term after approval

X Fall 2013

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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	jmetry@pcc.edu jason.palmer@pcc.edu	11/12/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	11/12/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Portland Community College

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

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS191b	# Credits:	2
Course Title: (60 characters max)	Class Guitar I	Transcript Title (30 characters max)	
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
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.		

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
MUS191a	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use an understanding of beginning musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques.</li> <li>• Use an understanding of beginning level music literacy to notate basic musical ideas for performance on the guitar.</li> <li>• Use an understanding of beginning level guitar skills to identify and solve technical problems involved in performing a basic musical work on the guitar.</li> <li>• Recognize and utilize the beginning components of music theory.</li> <li>• Use a beginning understanding of their primary instrument to continue to improve as a performer of music.</li> </ul>
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Perform solo and ensemble musical works using traditional classical guitar technique.</li> <li>• Aurally identify music from each of the main historical eras.</li> <li>• Notate beginning musical ideas for performance on the guitar.</li> <li>• Identify and solve technical problems involved in performing a guitar musical work.</li> </ul>



<p>Outcomes assessment strategies:</p>	<p>The type of assessment will be determined by the individual instructor. Assessment methods may include:</p> <ul style="list-style-type: none"> <li>• Practical examinations</li> <li>• Group work</li> <li>• Qualitative examinations</li> <li>• In-class participation</li> <li>• Quantitative examinations</li> <li>• Portfolios</li> <li>• Essays</li> <li>• Research papers</li> <li>• Performance review</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<ul style="list-style-type: none"> <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>
<p>Reason for the new course</p>	<p>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.</p>

### 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.

<p>Which OUS school will the course transfer to? List all</p>	<p>PSU, UO, WOU</p>
<p>How does it transfer Check all that apply</p>	<p><input type="checkbox"/> required or support for major  <input type="checkbox"/> general education distribution requirement  <input checked="" type="checkbox"/> general elective  <input type="checkbox"/> other (provide details)</p>
<p>Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only</p>	<p><input type="checkbox"/> Completed <a href="#">Transferability Status</a> form  <input type="checkbox"/> E-mail correspondence with receiving institution  <input type="checkbox"/> Other - provide evidence</p>

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?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

### Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

### Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
--	----

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.
--	---

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

Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2013
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS191c	# Credits:	2
Course Title: (60 characters max)	Class Guitar I	Transcript Title (30 characters max)	
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
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.		

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
MUS191b	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use an understanding of beginning-intermediate musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques.</li> <li>• Use an understanding of beginning-intermediate level music literacy to notate basic musical ideas for performance on the guitar.</li> <li>• 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.</li> <li>• Recognize and utilize the beginning-intermediate components of music theory.</li> <li>• Use a beginning-intermediate understanding of their primary instrument to continue to improve as a performer of music.</li> </ul>
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Perform solo and ensemble musical works using traditional classical guitar technique.</li> <li>• Aurally identify music from each of the main historical eras.</li> <li>• Notate beginning-intermediate musical ideas for performance on the guitar.</li> <li>• Identify and solve technical problems involved in performing a guitar musical work.</li> </ul>

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: <ul style="list-style-type: none"> <li>• Practical examinations</li> <li>• Group work</li> <li>• Qualitative examinations</li> <li>• In-class participation</li> <li>• Quantitative examinations</li> <li>• Portfolios</li> <li>• Essays</li> <li>• Research papers</li> <li>• Performance reviews</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	<ul style="list-style-type: none"> <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	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence

Identify comparables at Oregon schools	PSU: MUS191, UO: MUS 121, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	



## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General 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	To account for new repeatability policies, music is creating three graduated levels of performance classes. This is the first course in a three-course sequence and can start any term. Multiple terms of this class develop the skills necessary to successfully transfer into OUS schools.		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	
Group instruction in guitar. Continues material presented in Music 191. Topics include reading notes up to the fifth position, advanced left hand technique, chord structure, flamenco technique and music theory as it applies to the guitar. Includes both solo and ensemble performance. More in depth study of the historical origins of the guitar, the repertoire and its major players. Prerequisite: MUS 191 or knowledge of first position note reading	Covers traditional classical guitar technique in a group setting. Focuses on note reading and basic music theory as applies to guitar. Topics include single line melodies, chords, common arpeggio patterns, strum patterns and music in two or more parts including both solo and ensemble performance pieces. Provides guidance and direction in solving problems related to playing the guitar and explores many of the different styles, skills, and techniques required to become a successful guitarist. This is a three-course sequence which can be started any term. Prerequisite: MUS 191 or knowledge of first position note reading.
Reason for change	Description changed to comply with current format guidelines. To account for new repeatability policies, music is creating three graduated levels of performance classes.

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> <li>• Students will be able to perform single line melodies and intermediate polyphonic pieces up to the fifth position.</li> <li>• Students will be able to execute musical works using beginning to intermediate classical and flamenco guitar technique.</li> <li>• Students will be able to find solutions to idiomatic problems.</li> <li>• Students will be able to construct basic harmonies on the fretboard.</li> <li>• Students will be able to interpret intermediate level music notation.</li> <li>• Students will begin to be able to identify the stylistic variations between musical genres through the use of applied music theory.</li> </ul>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use an understanding of intermediate level music literacy to notate intermediate musical ideas for performance on the guitar.</li> <li>• Use an understanding of intermediate level guitar skills to identify and solve technical problems involved in performing an intermediate musical work on the guitar.</li> <li>• Recognize and utilize the intermediate components of music theory, and construct them on the fretboard.</li> <li>• Use an intermediate level understanding of their primary instrument to continue to improve as a performer of music.</li> </ul>

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.
-------------------	---

<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.</p>			
<p><b>Current prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p><b>Proposed prerequisites, corequisites and concurrent</b> If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area</p>			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<p><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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.</p>	

<p><b>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</b></p>	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Allen Jones was contacted from Professional Music to address any possible issues. None were noted.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery/Jason Palmer	jmetry@pcc.edu jason.palmer@pcc.edu	11/12/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	11/12/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Portland Community College

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

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS192b	# Credits:	2
Course Title: (60 characters max)	Class Guitar II	Transcript Title (30 characters max)	
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
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. Prerequisite: MUS 191 or knowledge of first position note reading.		

Addendum to Course Description:	none
---------------------------------	------

### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
MUS192a	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use an understanding of intermediate/advanced level musicianship and performance etiquette to execute solo and ensemble musical works using classical guitar techniques, involving ranges up to the fifth position</li> <li>• Use an understanding of intermediate/advanced level music literacy to notate intermediate musical ideas for performance on the guitar.</li> <li>• Use an understanding of intermediate/advanced level guitar skills to identify and solve technical problems involved in performing an intermediate musical work on the guitar.</li> <li>• Recognize and utilize the intermediate/advanced components of music theory, and construct them on the fretboard.</li> <li>• Use an intermediate level understanding of their primary instrument to continue to improve as a performer of music.</li> </ul>
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Perform solo and ensemble musical works using traditional classical guitar technique.</li> <li>• Aurally identify music from each of the main historical eras.</li> <li>• Notate intermediate/advanced musical ideas for performance on the guitar.</li> <li>• Identify and solve technical problems involved in performing a guitar musical work.</li> </ul>

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: <ul style="list-style-type: none"> <li>• Practical examinations</li> <li>• Group work</li> <li>• Qualitative examinations</li> <li>• In-class participation</li> <li>• Quantitative examinations</li> <li>• Portfolios</li> <li>• Essays</li> <li>• Research papers</li> <li>• Performance reviews</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	<ul style="list-style-type: none"> <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 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS192, UO: MUS 122, WOU: MUEN 122

Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No
---	--

<b>Section #3 Additional Information for new LDC courses</b>	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	



Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS192c	# Credits:	2
Course Title: (60 characters max)	Class Guitar II	Transcript Title (30 characters max)	
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	30 contact hours per quarter 3 contact hours per week Lecture: 1 Lec/lab: 1
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
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. Prerequisite: MUS 191 or knowledge of first position note reading.		

Addendum to Course Description:	none
---------------------------------	------

### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
MUS192b	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use an understanding of advanced level music literacy to notate intermediate musical ideas for performance on the guitar.</li> <li>• Use an understanding of advanced level guitar skills to identify and solve technical problems involved in performing a intermediate musical work on the guitar.</li> <li>• Recognize and utilize the advanced components of music theory, and construct them on the fretboard.</li> <li>• Use an intermediate level understanding of their primary instrument to continue to improve as a performer of music.</li> </ul>
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Perform solo and ensemble musical works using traditional classical guitar technique.</li> <li>• Aurally identify music from each of the main historical eras.</li> <li>• Notate advanced musical ideas for performance on the guitar.</li> <li>• Identify and solve technical problems involved in performing a guitar musical work.</li> </ul>

Outcomes assessment strategies:	The type of assessment will be determined by the individual instructor. Assessment methods may include: <ul style="list-style-type: none"> <li>• Practical examinations</li> <li>• Group work</li> <li>• Qualitative examinations</li> <li>• In-class participation</li> <li>• Quantitative examinations</li> <li>• Portfolios</li> <li>• Essays</li> <li>• Research papers</li> <li>• Performance reviews</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	<ul style="list-style-type: none"> <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 192 has been altered so that there are now three graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

### Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS192, UO: MUS 122, WOU: MUEN 122

Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No
---	--

<b>Section #3 Additional Information for new LDC courses</b>	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery/Jason Palmer	jmery@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General 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 (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Develop a high level of artistic choral singing through directed rehearsal and performance of music for the smaller choir of mixed voices--soprano, alto, tenor, bass. Audition required.	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.  Addendum: Division of voices may be adapted to suit

	enrollment (SATB, SAB, SSA)
Reason for change	Revision using active verbs.

<p><b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a>.</p>	
<p>Current learning outcomes <b>(required information for all course revisions)</b></p>	<p>New learning outcomes</p>
<p>This course is primarily a music performance course. The majority of the course will be taught as a directed rehearsal</p> <p>A. Students will be able to learn choral parts aurally and through music reading</p> <p>B. Students will be able to execute musical directions of choir director and make appropriate notation in music score</p> <p>C. Students will be able to accurately follow the conducting pattern of the director</p> <p>D. Students will be able to hold a vocal line in three or four part singing</p> <p>E. Students will be able to sing with musicality appropriate to musical style</p> <p>Students will be able to perform publicly as a member of choir</p>	<p>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.</p> <p>Use a basic understanding of elementary music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble.</p> <p>Use a basic understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.</p>
Reason for change	Some of the current outcomes are in-class activities. Revised to reflect what student will be able to do “out there”.

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



<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
<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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.	

<b>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course offered at Sylvania and Rock Creek. SAC co-chairs from each campus have worked together on this.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery (co-chair)	jmery@pcc.edu	12/21/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Portland Community College

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

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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221b	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)
---------------------------------	---

<b>General Education/Discipline Studies Standard Prerequisite Approval</b>			
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 <a href="http://pcc.edu/curriculum">pcc.edu/curriculum</a>			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MUS221a	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> .	
Learning Outcomes: (Use observable and measurable verbs)	<p>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.</p> <p>Use a developing understanding of music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble.</p> <p>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.</p>
Course activities and design: (from CCOG)	<p>Learn and rehearse choral part both aurally and through printed music notation.</p> <p>Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.</p> <p>Sectional and group rehearsal.</p> <p>Public performance as chamber chorus and/or small ensembles (duos, trios etc.).</p>
Outcomes assessment strategies:	<p>Attendance</p> <p>Recital/performance participation</p> <p>Concert reports <input type="checkbox"/></p> <p>Class participation <input type="checkbox"/></p> <p>Score annotation <input type="checkbox"/></p> <p>Part singing tests</p>
Course Content:	Vocal Genres:

<p>Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p><u>Performance Concepts and Practicum</u></p> <p><i>Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works</i></p> <p><i>A cappella and/or accompanied performance</i></p> <p><i>Secular and Sacred works (cantatas, madrigals, motets etc.)</i></p> <p><i>Performance practice and etiquette</i></p> <p><u>Tools</u></p> <p><i>IPA for specific foreign language works (diction)</i></p> <p><i>Musicianship &amp; notation</i></p> <p><i>Dynamics, phrasing, articulation</i></p> <p><i>Conducting patterns</i></p>
<p>Reason for the new course</p>	<p>Course expansion for repeatability.</p>

## 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.

<p>Which OUS school will the course transfer to? List all</p>	<p>PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)</p>
<p>How does it transfer Check all that apply</p>	<p><input checked="" type="checkbox"/> required or support for major  <input type="checkbox"/> general education distribution requirement  <input checked="" type="checkbox"/> general elective  <input type="checkbox"/> other (provide details)</p>
<p>Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only</p>	<p><input type="checkbox"/> Completed <a href="#">Transferability Status</a> form  <input type="checkbox"/> E-mail correspondence with receiving institution  <input type="checkbox"/> Other - provide evidence</p>
<p>Identify comparables at Oregon schools</p>	

Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No
---	--

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

### Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

### Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

### Section # 4 Department Review

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

SAC Chair (type name)	Email
John Mery (co-chair)	<a href="mailto:jmery@pcc.edu">jmery@pcc.edu</a>

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.	

## Portland Community College

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

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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221c	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.		

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

### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MUS221b	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<p>Use a developing understanding of musicianship and performance etiquette to perform basic/intermediate-level repertory to a public audience as a member of a small vocal ensemble.</p> <p>Use a developing understanding of music literacy to prepare and rehearse basic/intermediate repertory as a member of a small vocal ensemble.</p> <p>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.</p>
Course activities and design: (from CCOG)	<p>Learn and rehearse choral part both aurally and through printed music notation.</p> <p>Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.</p> <p>Sectional and group rehearsal.</p> <p>Public performance as chamber chorus and/or small ensembles (duos, trios etc.).</p>
Outcomes assessment strategies:	<p>Attendance</p> <p>Recital/performance participation</p> <p>Concert reports <input type="checkbox"/></p> <p>Class participation <input type="checkbox"/></p> <p>Score annotation <input type="checkbox"/></p> <p>Part singing tests</p>
Course	Vocal Genres:



<p>Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p><u>Performance Concepts and Practicum</u></p> <p><i>Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works</i></p> <p><i>A cappella and/or accompanied performance</i></p> <p><i>Secular and Sacred works (cantatas, madrigals, motets etc.)</i></p> <p><i>Performance practice and etiquette</i></p> <p><u>Tools</u></p> <p><i>IPA for specific foreign language works (diction)</i></p> <p><i>Musicianship &amp; notation</i></p> <p><i>Dynamics, phrasing, articulation</i></p> <p><i>Conducting patterns</i></p>
<p>Reason for the new course</p>	<p>Course expansion for repeatability.</p>

## 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.

<p>Which OUS school will the course transfer to? List all</p>	<p>PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)</p>
<p>How does it transfer Check all that apply</p>	<p><input checked="" type="checkbox"/> required or support for major  <input type="checkbox"/> general education distribution requirement  <input checked="" type="checkbox"/> general elective  <input type="checkbox"/> other (provide details)</p>
<p>Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only</p>	<p><input type="checkbox"/> Completed <a href="#">Transferability Status</a> form  <input type="checkbox"/> E-mail correspondence with receiving institution  <input type="checkbox"/> Other - provide evidence</p>

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

### Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

### Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

### Section # 4 Department Review

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

SAC Chair (type name)	Email
-----------------------	-------

John Mery (co-chair)	<a href="mailto:jmery@pcc.edu">jmery@pcc.edu</a>
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.	

## Portland Community College

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

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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221d	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)
---------------------------------	---

<b>General Education/Discipline Studies Standard Prerequisite Approval</b>			
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 <a href="http://pcc.edu/curriculum">pcc.edu/curriculum</a>			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MUS221c	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> .	
Learning Outcomes: (Use observable and measurable verbs)	<p>Use a developing understanding of musicianship and performance etiquette to perform intermediate-level repertory to a public audience as a member of a small vocal ensemble.</p> <p>Use a developing understanding of music literacy to prepare and rehearse intermediate repertory as a member of a small vocal ensemble.</p> <p>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.</p>
Course activities and design: (from CCOG)	<p>Learn and rehearse choral part both aurally and through printed music notation.</p> <p>Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.</p> <p>Sectional and group rehearsal.</p> <p>Public performance as chamber chorus and/or small ensembles (duos, trios etc.).</p>
Outcomes assessment strategies:	<p>Attendance</p> <p>Recital/performance participation</p> <p>Concert reports <input type="checkbox"/></p> <p>Class participation <input type="checkbox"/></p> <p>Score annotation <input type="checkbox"/></p> <p>Part singing tests</p>
Course Content:	Vocal Genres:

<p>Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p><u>Performance Concepts and Practicum</u></p> <p><i>Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works</i></p> <p><i>A cappella and/or accompanied performance</i></p> <p><i>Secular and Sacred works (cantatas, madrigals, motets etc.)</i></p> <p><i>Performance practice and etiquette</i></p> <p><u>Tools</u></p> <p><i>IPA for specific foreign language works (diction)</i></p> <p><i>Musicianship &amp; notation</i></p> <p><i>Dynamics, phrasing, articulation</i></p> <p><i>Conducting patterns</i></p>
<p>Reason for the new course</p>	<p>Course expansion for repeatability.</p>

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
<p>Which OUS school will the course transfer to? List all</p>	<p>PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)</p>
<p>How does it transfer Check all that apply</p>	<p><input checked="" type="checkbox"/> required or support for major  <input type="checkbox"/> general education distribution requirement  <input checked="" type="checkbox"/> general elective  <input type="checkbox"/> other (provide details)</p>
<p>Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only</p>	<p><input type="checkbox"/> Completed <a href="#">Transferability Status</a> form  <input type="checkbox"/> E-mail correspondence with receiving institution  <input type="checkbox"/> Other - provide evidence</p>
<p>Identify comparables at Oregon schools</p>	

Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No
---	--

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

### Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

### Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

### Section # 4 Department Review

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

SAC Chair (type name)	Email
John Mery (co-chair)	<a href="mailto:jmery@pcc.edu">jmery@pcc.edu</a>

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.	



## Portland Community College

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

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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221e	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)
---------------------------------	---

<b>General Education/Discipline Studies Standard Prerequisite Approval</b>			
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 <a href="http://pcc.edu/curriculum">pcc.edu/curriculum</a>			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MUS221d	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> .	
Learning Outcomes: (Use observable and measurable verbs)	Use an understanding of musicianship and performance etiquette to perform intermediate/advanced-level repertory to a public audience as a member of a small vocal ensemble.  Use an understanding of music literacy to prepare and rehearse intermediate/advanced repertory as a member of a small vocal ensemble.
Course activities and design: (from CCOG)	Learn and rehearse choral part both aurally and through printed music notation.  Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.  Sectional and group rehearsal.  Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports <input type="checkbox"/> Class participation <input type="checkbox"/> Score annotation <input type="checkbox"/> Part singing tests
Course Content: Themes, Concepts, Issues and	Vocal Genres:  <i><u>Performance Concepts and Practicum</u></i>  <i>Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and</i>

Skills: <a href="#">(from CCOG)</a>	<i>non-Western works</i>  <i>A cappella and/or accompanied performance</i>  <i>Secular and Sacred works (cantatas, madrigals, motets etc.)</i>  <i>Performance practice and etiquette</i>  <u>Tools</u>  <i>IPA for specific foreign language works (diction)</i>  <i>Musicianship &amp; notation</i>  <i>Dynamics, phrasing, articulation</i>  <i>Conducting patterns</i>
Reason for the new course	Course expansion for repeatability.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	
Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	<a href="mailto:jmery@pcc.edu">jmery@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Cheryl Scott	<a href="mailto:cscott@pcc.edu">cscott@pcc.edu</a>
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page	

with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

## Portland Community College

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

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

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221f	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)
---------------------------------	---

<b>General Education/Discipline Studies Standard Prerequisite Approval</b>			
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 <a href="http://pcc.edu/curriculum">pcc.edu/curriculum</a>			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: MUS221e	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more <a href="#">guidance on writing good outcomes</a> .	
Learning Outcomes: (Use observable and measurable verbs)	<p>Use a developed understanding of musicianship and performance etiquette to perform advanced-level repertory to a public audience as a member of a small vocal ensemble.</p> <p>Use a developed understanding of music literacy to prepare and rehearse advanced repertory as a member of a small vocal ensemble.</p> <p>Use an understanding of the stylistic differences in advanced repertory to learn, rehearse and accurately interpret vocal music in performance.</p>
Course activities and design: (from CCOG)	<p>Learn and rehearse choral part both aurally and through printed music notation.</p> <p>Follow musical directions of chorus director during rehearsal and make appropriate notation in music score.</p> <p>Sectional and group rehearsal.</p> <p>Public performance as chamber chorus and/or small ensembles (duos, trios etc.).</p>
Outcomes assessment strategies:	<p>Attendance</p> <p>Recital/performance participation</p> <p>Concert reports <input type="checkbox"/></p> <p>Class participation <input type="checkbox"/></p> <p>Score annotation <input type="checkbox"/></p> <p>Part singing tests</p>
Course Content: Themes,	<p>Vocal Genres:</p> <p><i>Performance Concepts and Practicum</i></p>

<p>Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p><i>Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and non-Western works</i></p> <p><i>A cappella and/or accompanied performance</i></p> <p><i>Secular and Sacred works (cantatas, madrigals, motets etc.)</i></p> <p><i>Performance practice and etiquette</i></p> <p><u>Tools</u></p> <p><i>IPA for specific foreign language works (diction)</i></p> <p><i>Musicianship &amp; notation</i></p> <p><i>Dynamics, phrasing, articulation</i></p> <p><i>Conducting patterns</i></p>
<p>Reason for the new course</p>	<p>Course expansion for repeatability.</p>

## 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.

<p>Which OUS school will the course transfer to? List all</p>	<p>PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)</p>
<p>How does it transfer Check all that apply</p>	<p><input checked="" type="checkbox"/> required or support for major  <input type="checkbox"/> general education distribution requirement  <input checked="" type="checkbox"/> general elective  <input type="checkbox"/> other (provide details)</p>
<p>Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only</p>	<p><input type="checkbox"/> Completed <a href="#">Transferability Status</a> form  <input type="checkbox"/> E-mail correspondence with receiving institution  <input type="checkbox"/> Other - provide evidence</p>
<p>Identify comparables at Oregon schools</p>	
<p>Is General Education or Cultural</p>	<p><input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form</p>



Diversity designation being sought at this time?	<input checked="" type="checkbox"/> No
--	--

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
-------------------------	--	------------

Name of degree(s):		# credits:
--------------------	--	------------

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

### Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

### Section # 4 Department Review

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

SAC Chair (type name)	Email
John Mery (co-chair)	<a href="mailto:jmery@pcc.edu">jmery@pcc.edu</a>
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.

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Developmental Education	Submitter name	Adon Arnett
		Phone	971.722.4078
		Email	adon.arnett@pcc.edu
Current prefix and number	RD 80	Proposed prefix and number	No change to current
Current course title	Reading 80	Proposed title (60 characters max)	No change to current
# Credits	3	Proposed transcript title (30 characters max)	<b>No change to current</b>
Reason for title change	<b>There are no changes to the above</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Reading 80 Instruction in vocabulary, dictionary use, motor skills, comprehension, some study skills. Prerequisite: ABE 0783 or placement into RD 80.	Begin to employ reading frequency and the use of complex texts, focuses on building reading skills used in school and in daily life, including comprehension, vocabulary, critical reading skills, information literacy, and student success strategies. Many instructors require students to use a word processor, the Internet, e-mail, and databases as part of regular course

	activities. Basic computer literacy is recommended. <u>Prerequisite:</u> Successful completion of ABE 0783 or placement into RD 80.
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Reading 90.

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</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> <li>• Articulate topic and main idea in a variety of reading materials.</li> <li>• Use reading for pleasure, learning, and intellectual stimulation.</li> <li>• Demonstrate successful college student behaviors.</li> <li>• Perform successfully in RD 90.</li> </ul>	<ol style="list-style-type: none"> <li>1. Begin to employ stages of reading—previewing, reading, review—and reading strategies in order to improve comprehension, concentration, persistence and retention in a variety of academic and non-academic reading tasks. Make connections between text, the student’s life, student’s knowledge of the world, and other texts. Begin to identify interactions between relationship, richness, structure, style, vocabulary, and purpose within complex texts. Increase reading frequency. Adjust reading rate to the nature of the material.</li> <li>2. Employ vocabulary development strategies to learn and use new words for greater comprehension and communication. Begin to identify word parts.</li> <li>3. Begin to identify and articulate topic and main idea in a variety of academic and non-academic reading materials, distinguish fact from opinion, and determine the author’s purpose and authority. Begin to identify an author’s implied meaning, identify and evaluate varied points of view, and acknowledge author’s and reader’s perspectives.</li> <li>4. Begin to employ written evaluation, analysis, and reflection in response to various texts.</li> <li>5. Begin to use library resources and digital media, identify an information need for academic and/or lifelong learning and use various sources in order to address the information need.</li> <li>6. Exhibit habits that contribute to academic success, including engagement and intellectual curiosity. Employ active learning and reading strategies for academic success. Use campus support services and</li> </ol>

	other learning resources to help explore academic goals and develop self-efficacy. Perform successfully in RD 90.
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Reading 90.

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: ABE 0783 or placement into RD 80.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
--	--	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

### Proposed prerequisites, corequisites and concurrent

If you are **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: Successful completion of ABE 0783 or placement into RD 80.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
---	--	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

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

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

Please provide details, who was contacted and the resolution.

Yes  
 No

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
William Bogart, Theresa Love, Leslie Boyd	<a href="mailto:lboyd@pcc.edu">lboyd@pcc.edu</a> , <a href="mailto:bbogart@pcc.edu">bbogart@pcc.edu</a> , <a href="mailto:tlove@pcc.edu">tlove@pcc.edu</a>	2/15/2013
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	2/15/2013
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 <sup>th</sup> floor.		

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General Information

Department	Developmental Education	Submitter name	Adon Arnett
		Phone	971.722.4078
		Email	adon.arnett@pcc.edu
Current prefix and number	RD 90	Proposed prefix and number	No change to current
Current course title	Reading 90	Proposed title (60 characters max)	No change to current
# Credits	3	Proposed transcript title (30 characters max)	<b>No change to current</b>
Reason for title change	<b>There are no changes to the above</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Improves reading through work on vocabulary development, motor skills, comprehension and some reading rate improvement. <u>Prerequisite:</u> Placement into RD 90 or successful completion of RD 80 AND placement into WR 80. Audit	Focus on developing reading frequency and on improving reading effectiveness for increasingly complex texts. Comprehension strategies, critical thinking skills, vocabulary development, information literacy, and student success strategies are emphasized. Many instructors require students to use a word processor, the Internet, e-mail, and databases

available.	as part of regular course activities. Basic computer literacy is recommended. <u>Prerequisite:</u> Placement into RD 90 or successful completion of RD 80 AND placement into WR 80. Audit available.
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Reading 115.

<p><b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a>.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<ul style="list-style-type: none"> <li>• Find and articulate the main idea and major details in a variety of written text: textbooks, literature, newspapers, and magazines.</li> <li>• Read critically and think critically, distinguishing fact from opinion and determining the author’s purpose and bias.</li> <li>• Use reading for pleasure, learning, and intellectual stimulation.</li> <li>• Employ vocabulary development strategies.</li> <li>• Adjust reading rate to the nature of the material.</li> <li>• Exhibit successful college student behaviors.</li> <li>• Perform successfully in Reading 115.</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop stages of reading—previewing, reading, review—and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks. Analyze connections between text, the student’s life, student’s knowledge of the world, and other texts. Identify interactions between relationship, richness, structure, style, vocabulary, and purpose within complex texts. Increase reading frequency. Adjust reading rate to the nature of the material.</li> <li>2. Increase use of vocabulary development strategies, such as denotation, connotation, and word parts study, for greater comprehension and communication in listening, speaking and writing.</li> <li>3. Analyze texts in order to identify and articulate explicit and implied main idea and major details in a variety of academic and non-academic reading materials, distinguish fact from opinion, and distinguish between literal and figurative meaning. Begin to rely on information provided in text to substantiate thinking. Identify and evaluate varied points of view in different texts. Acknowledge author’s and reader’s perspective.</li> <li>4. Employ written evaluation, analysis, and reflection in response to various texts.</li> <li>5. Use library resources and digital media, identify an information need, and select appropriate sources of information, using critical thinking and creative problem-solving to evaluate sources for academic and/or lifelong learning.</li> </ol>



	6. Exhibit habits that contribute to academic success, including engagement and intellectual curiosity. Employ active learning and reading strategies for academic success. Use campus support services and other learning resources to help meet academic goals. Participate in a classroom learning community in a respective and responsive manner. Perform successfully in Reading 115.
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Reading 115.

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

**Current prerequisites, corequisites and concurrent**  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

**Proposed prerequisites, corequisites and concurrent**  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.	

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

Please provide details, who was contacted and the resolution.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
William Bogart, Theresa Love, Leslie Boyd	<a href="mailto:lboyd@pcc.edu">lboyd@pcc.edu</a> , <a href="mailto:bbogart@pcc.edu">bbogart@pcc.edu</a> , <a href="mailto:tlove@pcc.edu">tlove@pcc.edu</a>	2/15/2013
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	2/15/2013
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 <sup>th</sup> floor.		

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General Information

Department	Developmental Education	Submitter name	Adon Arnett
		Phone	971.722.4078
		Email	adon.arnett@pcc.edu
Current prefix and number	WR 80	Proposed prefix and number	No change to current
Current course title	Writing 80	Proposed title (60 characters max)	No change to current
# Credits	3	Proposed transcript title (30 characters max)	<b>No change to current</b>
Reason for title change	<b>There are no changes to the above</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Writing 80 Instruction includes basic communication skills, language mechanics, grammar, spelling, sentence structure and paragraph development. <u>Prerequisite:</u> Placement into WR 80 and RD 80.	Includes instruction in development of paragraphs and other short texts, sentence structure, grammar, punctuation and basic communication skills. In addition, students will practice developing and supporting ideas, organizing thoughts, and using student success strategies. Requires working through multiple drafts with time to reflect and revise. Reading

	and responding to texts is also required to further writer's development and promote increasing competence. Each student is required to attend two conferences with the instructor during the quarter. Many instructors require students to use a word processor, the Internet, and e-mail as part of regular course activities. Basic computer literacy is recommended. □ <b>Prerequisite:</b> Successful completion of ABE 0784 or placement into WR 80.
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Writing 90.

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</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> <li>1. Employ correct grammar and punctuation</li> <li>2. Develop paragraphs that have appropriate topic sentences, transitions, and ample support.</li> <li>3. Demonstrate successful college behaviors: communication, participation, responsibility, and time management.</li> <li>4. Practice critical thinking in response to text.</li> <li>5. Increase college level vocabulary.</li> <li>6. Apply a working writing process with clear regard for the stages of invention, support/organization, drafting and revision</li> <li>7. Perform successfully in WR 90</li> </ol>	<ol style="list-style-type: none"> <li>1. Write coherent, well-developed paragraphs with appropriate topic sentences, ample supporting details, transitions, examples, and explanation.</li> <li>2. Begin understanding and using grammatical conventions to produce more effective academic, professional, and personal writing.</li> <li>3. Respond in writing to a text. Make connections with and draw support from personal experience. Address multiple perspectives.</li> <li>4. Employ a writing process that uses the stages of invention: organization, drafting and revision. Begin to apply global revision skills. Offer constructive feedback for peer writing in progress. Interpret and apply feedback in revision.</li> <li>5. Adopt habits to improve academic success, including appraising own skills and abilities; setting well-defined goals; monitoring academic progress; and motivating self. Employ active learning and writing strategies. Use campus support services and other learning resources, including computer assistance, to help meet academic goals. Demonstrate readiness for Writing 90.</li> </ol>
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Writing 90.

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

**Current prerequisites, corequisites and concurrent**

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

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

Placement into:

prefix & number: WR 80

Prerequisite

Corequisite

pre/con

prefix & number: RD 80

Prerequisite

Corequisite

pre/con

**Proposed prerequisites, corequisites and concurrent**

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

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

Placement into:

prefix & number: Successful completion of ABE 0784 or placement into WR 80

Prerequisite

Corequisite

pre/con

prefix & number:

Prerequisite

Corequisite

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes  
 no

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

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

Please provide details, who was contacted and the resolution.

Yes  
 No

Implementation term

Next available term after approval

Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
William Bogart, Theresa Love, Leslie Boyd	<a href="mailto:lboyd@pcc.edu">lboyd@pcc.edu</a> , <a href="mailto:bbogart@pcc.edu">bbogart@pcc.edu</a> , <a href="mailto:tlove@pcc.edu">tlove@pcc.edu</a>	2/15/2013
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	2/15/2013
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 <sup>th</sup> floor.		

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General Information

Department	Developmental Education	Submitter name	Adon Arnett
		Phone	971.722.4078
		Email	adon.arnett@pcc.edu
Current prefix and number	WR 90	Proposed prefix and number	No change to current
Current course title	Writing 90	Proposed title (60 characters max)	No change to current
# Credits	3	Proposed transcript title (30 characters max)	<b>No change to current</b>
Reason for title change	<b>There are no changes to the above</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Instruction includes sentence structure, paragraph and essay development, and written expression. Students can expect to increase working vocabulary and improve skills in basic communications. <u>Prerequisite:</u> Placement into WR 90 or completion of WR 80 and placement into RD 90 or completion	Includes instruction in paragraph and essay development, critical thinking skills, sentence structure, grammar, punctuation, and student success strategies. Requires working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; the reading of complex texts is also required--with time for rereading, reflection,

of RD 80 with a "C" or better.	response, interpretation, and analysis--to further writer's development and promote increasing sophistication. Each student is required to attend two conferences with the instructor during the quarter. Many instructors require students to use a word processor, the Internet, e-mail, and databases as part of regular course activities. Basic computer literacy is recommended. <input type="checkbox"/> <u>Prerequisite</u> : Placement into WR 90 or completion of WR 80 AND placement into RD 90 or completion of RD 80 with a "C" or better.
--------------------------------	---

Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Writing 115.
-------------------	--

**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
<ul style="list-style-type: none"> <li>• Communicate in writing using a variety of sentence structures, paragraphs, and short forms that <input type="checkbox"/> emphasize correct grammar, punctuation, coherence, and clarity.</li> <li>• Demonstrate critical thinking in written responses to text.</li> <li>• Recognize and utilize pre-writing steps for composing a good essay.</li> <li>• Utilize basic word processing in writing.</li> <li>• Demonstrate successful college student behaviors.</li> <li>• Perform successfully in Writing 115.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write paragraphs and short essays to meet a variety of writing goals or purposes, including academic, professional, or creative purposes, with an emphasis on writing in support of a point.</li> <li>2. Develop and organize texts using supporting details, examples, and explanations.</li> <li>3. Apply grammatical conventions to produce clearer, more effective academic, professional, and personal writing. Employ a variety of sentence structures, including complex sentences, to write with increasing sophistication.</li> <li>4. Distinguish summary from response; apply beginning skills in summarizing, paraphrasing, and crediting sources; and respond to a text in writing.</li> <li>5. Employ a writing process that uses the stages of invention: organization, drafting and revision. Apply global revision skills. Offer constructive feedback for peer writing in progress. Interpret and apply feedback in revision.</li> <li>6. Adopt habits to improve academic success, including appraising own skills and abilities; setting well-defined goals; monitoring academic progress; and motivating self. Employ active learning and writing strategies. Use campus support services and other</li> </ol>



	learning resources, including computer assistance, to help meet academic goals. Demonstrate readiness for Writing 115.
Reason for change	Improve specificity of the CCOG to better reflect current teaching practice; provide clearer guidance to current and new instructors; strengthen link to PCC Core Outcomes; and align outcomes with Writing 115.

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

**Current prerequisites, corequisites and concurrent**

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

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

**Proposed prerequisites, corequisites and concurrent**

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

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

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

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

Please provide details, who was contacted and the resolution.

Yes  
 No

Implementation	<input checked="" type="checkbox"/> Next available term after approval
----------------	--

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

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
William Bogart, Theresa Love, Leslie Boyd	<a href="mailto:lboyd@pcc.edu">lboyd@pcc.edu</a> , <a href="mailto:bbogart@pcc.edu">bbogart@pcc.edu</a> , <a href="mailto:tlove@pcc.edu">tlove@pcc.edu</a>	2/15/2013
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	<a href="mailto:kurt.simonds@pcc.edu">kurt.simonds@pcc.edu</a>	2/15/2013
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 <sup>th</sup> floor.		

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	ASL/SLIP	Submitter name phone and email	Xenia Woods 971-722-8112 xenia.woods@pcc.edu
Prefix and Course Number:	ASL 265	Credits:	2
Course Title: (60 characters max)	Fingerspelling and Numbers for ASL Students	Transcript Title (30 characters max)	Fingerspelling and Numbers
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
<b>Course Description:</b> 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)			
Develops fundamental expressive and receptive fingerspelling skills for the intermediate signer. Presents rules for ASL fingerspelling and number production in context. Improves ability to comprehend fingerspelling. Develops cloze skills (filling in missed letters by using contextual clues and background knowledge), and continues development of letter and number production as begun in core ASL courses.			
Addendum to course description:			
All lectures and class activities will be conducted in ASL.			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: ASL 201 OR ASL 250	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<ul style="list-style-type: none"> <li>• Use fingerspelling when linguistically appropriate</li> <li>• Apply principles of ASL numbering systems correctly</li> <li>• Produce fingerspelled words and numbers with correct hand and arm position, palm orientation, handshape and movement</li> <li>• Use cloze skills to determine semantic content of fingerspelled words</li> <li>• Recognize the difference between rapid, careful and lexicalized fingerspelling</li> </ul>
Course activities and design: <b>(from CCOG)</b>	This course will include live and videotaped demonstrations, drills, lecture, student presentations, games and other hands-on activities.
Outcomes assessment strategies: <b>(from CCOG)</b>	Quizzes and exams assess receptive skills, and videotaped student narratives for assessment of expressive skills.
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>	<ul style="list-style-type: none"> <li>• Fingerspelling of names, proper nouns, place names, and technical terms</li> <li>• Lexicalized fingerspelling</li> <li>• ASL numbering systems: <ul style="list-style-type: none"> <li>counting numbers</li> <li>informational numbers</li> <li>ordinal numbers</li> <li>ranking numbers</li> <li>age numbers</li> <li>money numbers</li> <li>clock time</li> <li>calendar time</li> <li>pronoun numbers</li> <li>numbers for height (people)</li> <li>numbers for weight (people)</li> <li>measurement numbers</li> <li>sports numbers</li> <li>mathematical numbers</li> </ul> </li> </ul>

<b>Section #2</b> Function of the new course within an existing and/or new program(s)
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	Students entering the Sign Language Interpreting Program need better expressive and receptive ability with fingerspelling and numbers	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

<b>Section #3 Additional Information for new CTE courses</b>	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	
<b>Impact on other Programs and Departments</b>	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	Yes. This course will become a prerequisite for entry into the Sign Language Interpretation and Deaf Studies certificate programs.
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. The ITP courses include fingerspelling at an advanced level. Students need an elementary level course prior to entering the ITP program.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	

reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

#### Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.

SAC Chair (type name)	Email	Date
Xenia Woods	Xenia.woods@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@pcc.edu	

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

## Portland Community College

## Contact and/or Credit Hour Change

Section #1 General Information			
Department	Fire Protection	Submitter name, phone, and email	Ed /Lindsey 971-722-5581 elindsey@pcc.edu
Course prefix and number	FP 161	Course title	Vehicle Extrication
<b>Contact and Credit Hours</b> •1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week •1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week •1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	5	Lecture	
Lecture/Lab		Lecture/Lab	20
Lab	3	Lab	
Total contact hours/term	8	Total contact hours/term	
Total credits	.5	Total credits	1
Reason for change:	Course revision submitted in Feb 2011 required additional contact hours but the contact/credit hour form was not submitted.		
<b>LEARNING OUTCOMES:</b> Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
<b>IMPACT ON DEGREE AND CERTIFICATES:</b> Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website		
<b>IMPACT ON OTHER DEPARTMENTS AND SACS:</b> Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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

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

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



## Portland Community College

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

## Section #1 General Information

Department	Fire Protection	Submitter name	Bryan Borrelli
		Phone	503-515-6345
		Email	Bryan.borrelli@pcc.edu
Current prefix and number	FP161	Proposed prefix and number	FP161
Current course title	Vehicle Extrication Basics	Proposed title (60 characters max)	Vehicle Extrication
# Credits	1.0	Proposed transcript title (30 characters max)	<b>Vehicle Extrication</b>
Reason for title change	<b>Adding stabilization is part of auto extrication, cars on their roofs and sides is not a basic skill.</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies procedures utilized for extrication of injured victims from motor vehicles, tools, equipment and hazards associated with vehicle extrication and safety considerations during rescue operations.	Covers procedures utilized for the extrication of injured victims from motor vehicles. Includes, tools, equipment and hazards associated with vehicle extrication and safety considerations during rescue operations.

Reason for change	With approval there would be the need for more time to teach stabilizing and have more time for the students to practice stabilizing, along with the other course content.
-------------------	--

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Demonstrate removal of an injured person from the immediate hazard by use or carries, drags, and stretchers.	Stabilize unsecured vehicles that have been in motor vehicle accidents. Safely remove injured persons from the immediate hazard

Reason for change	Not all vehicles in accidents are on their wheels; currently the fire program does not have a class on how to teach to stabilize a car not on its wheel.
-------------------	--

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

**Current prerequisites, corequisites and concurrent**  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

**Proposed prerequisites, corequisites and concurrent**  
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input type="checkbox"/> no

**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this

course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

- Yes
- No

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

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

**Section # 2 Department Review**

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

SAC Chair (type name)	Email	Date
Doug Smith	<a href="mailto:doug.smith@pcc.edu">doug.smith@pcc.edu</a>	12/12/11
SAC Administrative Liaison (type name)	Email	Date
Ed Lindsey	<a href="mailto:elindsey@pcc.edu">elindsey@pcc.edu</a>	12/12/11

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

## Portland Community College

## Course Revision

What do you want to change?

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

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

## Section #1 General Information

Department	Fire Protection	Submitter name	Doug Smith
		Phone	971/722/8852
		Email	doug.smith@pcc.edu
Current prefix and number	FP 225	Proposed prefix and number	
Current course title	Fire Department Customer Service	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	<b>No change</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the personal and practical skills needed to enhance customer service in the fire service with an emphasis on techniques for effective customer service in emergency service operational approach. Covers the importance of and the aspects of service	Explores personal and practical skills needed to enhance customer service in the fire service with an emphasis on techniques used in emergency service operations. Covers the importance and the aspects of service delivery and basic human relations involved in fire department customer service. Prerequisite FP

delivery and basic human relations involved in fire department customer service. Pre-requisite to FP275.	112, FP 122, WR 121 and MTH 65.
Reason for change	Change pre-requisite from FP 275 to FP 112, FP 122, WR 121, and MTH 65 and to mirror the pre-requisite section.

<p><b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a>.</p>	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the parameters of quality customer service and the attitudes, knowledge, and skills needed to create and maintain a quality customer service organizations in fire and emergency services.</li> <li><input type="checkbox"/> Assess personal attitude, knowledge, and abilities in relationship to those needed in a quality customer service organization in fire and emergency services</li> <li><input type="checkbox"/> Use various management tools and surveys utilized in the public sector to collect customer data and information concerning service in fire and emergency services.</li> <li><input type="checkbox"/> Create ways to improve customer satisfaction through measurement, training, and orientation in fire and emergency services.</li> <li><input type="checkbox"/> Communicate effectively the importance of customer service training and various training methods utilized in the customer service organizations to fire and emergency services personnel.</li> <li><input type="checkbox"/> Apply basic and specific customer service skills an employee of a public organization should possess in fire and emergency services.</li> <li><input type="checkbox"/> Describe recognized quality service organizations in the public and private sector in fire and emergency services. recognition and reward programs that enhance quality customer service to fire and emergency services</li> <li><input type="checkbox"/> Apply recognition and reward programs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the parameters of quality customer service that include the attitudes, knowledge, and skills needed to create and maintain a quality customer service organization and assess emergency services personnel in relationship to those parameters.</li> <li><input type="checkbox"/> Create ways to improve customer satisfaction through measurement, training, and orientation in fire and emergency services.</li> <li><input type="checkbox"/> Use various management tools and surveys utilized in the public sector to collect customer data and information concerning service in fire and emergency services.</li> <li><input type="checkbox"/> Communicate effectively the importance of customer service training and various training methods utilized in the customer service organizations to fire and emergency services personnel.</li> <li><input type="checkbox"/> Apply customer service skills in the fire and emergency services based on recognized quality service organizations from the private and public sector.</li> <li><input type="checkbox"/> Apply recognition and reward programs that enhance quality customer service to the fire and emergency services</li> </ul>

that enhance quality customer service to fire and emergency services	
Reason for change	Combine outcomes 1 and 2 and condense language. Combine outcomes 6 &7 and condense language. This was done to reduce total number of outcomes. Change sequence of outcomes.

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

**Current prerequisites, corequisites and concurrent**  
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, MTH 65	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
prefix & number: FP 112 or equivalent, FP 275	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

**Proposed prerequisites, corequisites and concurrent**  
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, MTH 65,	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 112, FP122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

**If yes. 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.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation	<input checked="" type="checkbox"/> Next available term after approval

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

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	<a href="mailto:doug.smith@pcc.edu">doug.smith@pcc.edu</a>	02/14/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	02/14/2013
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 <sup>th</sup> floor.		

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General Information

Department	Fire Protection Technology	Submitter name Phone Email	Ed Lindsey 971-722-5581 elindsey@pcc.edu
Current prefix and number	FP 9120	Proposed prefix and number	FP 291
Current course title	Fire Codes & Related Ordinances	Proposed title (60 characters max)	Fire Codes & Related Ordinances
# Credits	3	Proposed transcript title (30 characters max)	Fire Codes & Rel. Ordinances
Reason for title change	<b>Update to current standards.</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies fire, building, exit, flammable liquid and other fire prevention codes. Students go on supervised building inspection field trips. Primarily for fire department inspectors. Prerequisites: FP 122, 202, 211. Audit available.	Covers all aspects of the International Fire Code (IFC), State laws, regulations, revised statutes and local ordinances related to fire & life safety. Includes interpretation of the IFC, code development and the adoption process; code enforcement authority and limitations; application of codes, documentation and



		interrelationships of codes and standards, recommended practices and ethical and political issues. Designed to meet NFPA Standard 1031; Standard for Professional Qualifications, for Fire Inspector I. Prerequisites: WR 121, MTH 65, FP 122, FP 202 & FP 211.
Reason for change	Update description to current standard and add prerequisites.	

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
None	<ol style="list-style-type: none"> <li>1. Interpret the International Fire Code.</li> <li>2. Use effective communication skills necessary to perform fire and life safety inspections.</li> <li>3. Correctly use written communication skills to document code violations and findings.</li> <li>4. Classify Occupancies according to fire and life safety codes.</li> <li>5. Determine how International Fire Code provisions are related to other codes and ordinances.</li> </ol>

Reason for change	No record of previous CCOG.
-------------------	-----------------------------

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

Current prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FP 122, FP 202 & FP 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number: WR 121 & MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: FP 122, FP 202 & FP 211	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no

**If yes. 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.

<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term (if AFTER the next available term)

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

**Section # 2 Department Review**

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

SAC Chair (type name)	Email	Date
Doug Smith	Doug.smith@pcc.edu	12/01/12
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	12/01/12

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

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

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

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

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

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

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

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

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

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

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

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

**Note:**

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

[General Education Request Information](#)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Jonathan Ortiz	Jonathan.ortiz@pcc.edu
SAC Chair	Name	E-mail Address
	James Harrison	<a href="mailto:jharriso@pcc.edu">jharriso@pcc.edu</a>
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	Nancy.wessel@pcc.edu

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

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

Course Prefix and Number:	CHLA 203	Course Title:	Chicano/Latino Studies III
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces the cultural heritage of Chicano/Latino people in the United States. Drawing on disciplines such as anthropology, folklore, literature, film , and linguistics, folk and popular culture, and the combination and integration of various traditions in Chicano/Latino communities, are examined.
---------------------	---

Course Outcomes:	<ul style="list-style-type: none"> <li>• Articulate an understanding of key events and characteristics that distinguish the varied traditional, folk, and popular cultures of Chicano/Latino peoples and the use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples.</li> <li>• Recognize the major factors that contributed to changes in the traditional, folk, and popular cultures of Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity.</li> <li>• Employ an understanding of current social issues related to the social, political, and economic status of the Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples and professional environments.</li> </ul>
------------------	---

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

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

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

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

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

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

<p>A. Understanding of their culture and how it relates to other cultures.</p>	<p>Chicano/Latino Studies courses are designed to train students to work effectively in multicultural settings, and to provide them with a profound understanding of the Chicano and Latino experiences in the United States. The field of Chicano/Latino Studies centers on the study, analysis and understanding of the varied experiences, cultural production, and social locations of the Latino population in the United States and in the Americas. Chicano/Latino Studies courses being offered in the Portland Metropolitan area and addresses the various educational needs of our students. Our current location at Rock Creek, home to the largest Latino origin community in the area, places us in a unique position to draw from this large and diverse population-social experiences, historical realities, cultural practices, linguistic attributes, and literary and artistic productions.</p> <p>Our courses introduce Chicano/Latino history in the United States beginning with the Spanish colonization and continuing with the Mexican-American War and the migration of Chicano/Latinos. Also introduces the cultural heritage of Chicano/Latino people in the United States, drawing on disciplines such as anthropology, folklore, literature, film, and linguistics, folk and popular culture, and the combination and integration of various traditions in Chicano/Latino communities. The courses cover the events that shaped the Chicano/Latino experience, such as the Bracero Program, the Chicano Movement, and U.S. foreign policy in Latin America. They also address and introduce Chicano/Latino social, political, and economic structure and organization of U.S. society and the status and class position of various Chicano/Latino groups. Chicano/Latino Studies students critically analyze the Chicano/Latino experience and its cultural production within an increasingly complex global society. Thus, affirming the mission of the college to aid in the development of educated citizens,</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>The purpose of Chicano/Latino Studies is to study, analyze, and research the historical and contemporary experiences of people of Mexican origin within the United States, as well as other Latino/a and indigenous populations in the Americas. The interdisciplinary program exposes students to the wide range of theories, methodologies, technologies, pedagogies, and epistemologies that intersect the discipline. Categories of analysis include race, class, gender, sexuality, language, ethnicity, labor, immigration, citizenship, law, and social change. Chicano/Latino studies place gender as a central construct in the study of the community, as well as the diversity of sexuality in the community is introduced.</p> <p>Chicano/Latino studies is the interdisciplinary study of social, cultural, political, economic, and historic forces that have shaped the development of the people of Mexico and other Latin American countries in the United States over the past 500 years. Emphasis is on the experience of the Chicano and other Latinos as residents and citizens in the United States and not in their countries of origin or decent. The Chicano/Latino experience predates from mid-19<sup>th</sup> century when territories belonging to Mexico were occupied by the United States. The Chicano and other Latinos living in the United States have, over the years, developed a rich and extensive literature. They have been involved in all aspects of American life and have made major contributions in all areas of society.</p> <p>Students who partake in Chicano/Latino studies courses will have augmented their major field of study by broadening their scope of knowledge. They will have gained important insight into a very different culture within U.S. borders. This increased awareness and insight will lead to successful interaction on many level of society. Students will also be better</p>

	prepared to enter the work force with rapidly changing demographics.
C. Understanding of themselves and their natural and technological environments.	Chicano/Latino Studies courses are designed to address the fundamental issues on how Chicano/Latinos in the United States understand themselves and the environment. Students study a variety of traditions and their relationship with nature and society within the Latino community. Students also have opportunity to see how these traditions have changed overtime.
D. Ability to reason qualitatively and quantitatively.	<p>Chicano/Latino studies primary focuses on qualitative reasoning as students are asked to consider various beliefs and values that Latinos in the United States hold. They are asked to consider the intersection of these values, beliefs, etc with the makeup on American society.</p> <p>This course also introduces research methods and writing skills through class lectures and hands-on assignment of basic research strategies and reinforcement of appropriate writing skills necessary to a wide spectrum of research and writing assignments. It includes an introduction to information sources and search strategies relevant to Chicano/Latino research. This course focuses on identifying specific areas in need of further research; locating and formulating problems; interpretation of data; access database programs preparation of research papers.</p>
E. Ability to conceptually organize experience and discern its meaning.	<p>The service-learning component, described above, is a clear example of how students are able to connect real word experience with in-class discussions and assigned readings.</p> <p>Through in class discussions, written assignments, examinations, individual and group projects, service learning projects participation in community events and attendance at assigned films, plays, and presentations, students begin to organize their own experiences and compare/contrast with the Chicano/Latino community. Drawing from the in-class lectures, assigned readings and guest speakers students are challenged to critically analysis how their individual service projects assisted them in gaining a better understanding of the Chicano/Latino experience in the United States. Studying their own experiences and those of the Chicano/Latino community provides a tool for understanding all the experiences more deeply.</p>
F. Aesthetic and artistic values.	<p>The makeup of Chicano/Latinos consists of over 21 countries. Each country has its unique matter of experiencing their cultures through artistic ways, such a mural painting, music, sculptures, plays, food, etc. Students are able to deepen their understanding of the latino culture as they analyze artistic expression of Latinos.</p> <p>The diversity of events available in the local community, this course incorporates those events to enhance student learning. Students are required to attend specified events such as local plays and artist's lectures that emphasis the Chicano/Latino experience.</p>
G. Understanding of the ethical and social requirements of responsible citizenship.	The course places its study within the context of the United States, and increasingly, within the context of globalization (increasing economic and related integration and interdependence in the world). Through classroom discussions, readings and various assignments such as the service-learning requirement that expose students to core concepts of Chicano/Latino studies, students will begin to understand the ethical and social requirements of beign responsible citizens. Students begin to gain an awareness of beliefs/practices within the Latino culture and form a deeper understanding

	of how Latinos shape the American culture. The course reflects the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas are examined in their contemporary as well as historical settings. Again students are able to gain a deeper understanding of Chicanos/Latinos within the contemporary America.
--	--

### Arts and Letters

#### Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

#### Criteria:

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
  - Foster creative individual expression via analysis, synthesis, and critical evaluation;
  - Compare/contrast attitudes and values of specific historical periods or world cultures; and
  - Examine the origins and influences of ethical or aesthetic traditions.

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

- Articulate an understanding of key events and characteristics that distinguish the varied traditional, folk, and popular culture of Chicano/Latino peoples and the use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples.
- Recognize the major factors that contributed to changes in the traditional, folk, and popular cultures of Chicano/Latino cultures in order to appreciate and evaluate Chicano/Latino diversity.
- Employ an understanding of current social issues related to the social, political, and economic status of the Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples and professional environments.

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?\*\*

Chicano/Latino Studies courses are designed to train students to work effectively in multicultural settings, and to provide them with a profound understanding of the Chicano and Latino experiences in the United States. The field of Chicano/Latino Students centers on the study, analysis and understanding of the varied experiences, cultural production, and social locations of the Latino population in the United States and in the Americas. Chicano/Latino Studies courses being offered in the Portland Metropolitan area and addresses the various educational needs of our students. Our current location at Rock Creek, home to the largest Latino origin community in the area, places us in a unique position to draw from this large and diverse

	<p>population-social experiences, historical realities, cultural practices, linguistic attributes, and literary and artistic productions.</p> <p>Our courses introduce Chicano/Latino history in the United States beginning with the Spanish colonization and continuing with the Mexican-American War and the migration of Chicano/Latinos. Also introduces the cultural heritage of Chicano/Latino people in the United States, drawing on disciplines such as anthropology, folklore, literature, film, and linguistics, folk and popular culture, and the combination and integration of various traditions in Chicano/Latino communities. The courses cover the events that shaped the Chicano/Latino experience, such as the Bracero Program, the Chicano Movement, and U.S. foreign policy in Latin America. They also address and introduce Chicano/Latino social, political, and economic structure and organization of U.S. society and the status and class position of various Chicano/Latino groups. Chicano/Latino Studies students critically analyze the Chicano/Latino experience and its cultural production within an increasingly complex global society. Thus, affirming the mission of the college to aid in the development of educated citizens,</p>
	<p>The purpose of Chicano/Latino Studies is to study, analyze, and research the historical and contemporary experiences of people of Mexican origin within the United States, as well as other Latino/a and indigenous populations in the Americas. The interdisciplinary program exposes students to the wide range of theories, methodologies, technologies, pedagogies, and epistemologies that intersect the discipline. Categories of analysis include race, class, gender, sexuality, language, ethnicity, labor, immigration, citizenship, law, and social change. Chicano/Latino studies place gender as a central construct in the study of the community, as well as the diversity of sexuality in the community is introduced.</p> <p>Chicano/Latino studies is the interdisciplinary study of social, cultural, political, economic, and historic forces that have shaped the development of the people of Mexico and other Latin American countries in the United States over the past 500 years. Emphasis is on the experience of the Chicano and other Latinos as residents and citizens in the United States and not in their countries of origin or decent. The Chicano/Latino experience predates from mid-19<sup>th</sup> century when territories belonging to Mexico were occupied by the United States. The Chicano and other Latinos living in the United States have, over the years, developed a rich and extensive literature. They have been involved in all aspects of American life and have made major contributions in all areas of society.</p> <p>Students who partake in Chicano/Latino studies courses will have augmented their major field of study by broadening their scope of knowledge. They will have gained important insight into a very different culture within U.S. borders. This increased awareness and insight will lead to successful interaction on many level of society. Students will also be better prepared to enter the work force with rapidly changing demographics.</p>
<p>How does the course enable a student to “critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues”?*</p>	<p>The course places its study within the context of the United States, and increasingly, within the context of globalization (increasing economic and related integration and interdependence in the world). Through classroom discussions, readings and various assignments such as the service-learning requirement that expose students to core concepts of Chicano/Latino studies, students will begin to understand the ethical and social requirements of being responsible citizens. Students begin to gain an awareness of beliefs/practices within the Latino culture and form a deeper understanding of how Latinos shape the American culture. The course reflects the fact that</p>



	human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas are examined in their contemporary as well as historical settings. Again students are able to gain a deeper understanding of Chicanos/Latinos within the contemporary America.
--	---

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

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Prefix and Course Number:	MM263	Credits:	3
Course Title: (60 characters max)	Cinematography/Lighting	Transcript Title (30 characters max)	Cinematography/Lighting
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 20 Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
<b>Course Description:</b> 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)			
Develops skills in lighting and camerawork for field and studio video production. Explores all light fixtures, safety, theory and techniques. Covers camerawork, composition, lens, techniques and theory. Explores the roles of cinematographer and gaffer.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	MM235	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	MM260	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	The student will be able to: <ul style="list-style-type: none"> <li>• Use video cameras and lighting equipment to communicate ideas.</li> <li>• Practice industry safety protocols while working on a film/video set.</li> <li>• Develop camera and lighting techniques for narrative and documentary production.</li> </ul>
Course activities and design: <b>(from CCOG)</b>	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises.  There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: <b>(from CCOG)</b>	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>	<i>Themes: Articulating mood and tone through media.</i> <i>Concepts: Lighting theories and Composition.</i> <i>Issues: Visual communication, safety.</i> <i>Skills: Set up Lights. Understand light instrument. Light Metering. Using Lenses. Camera functions. Camera style. Camera movement.</i>

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Provide students experience in lighting and camerawork for video projects.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of new certificate(s):		# credit:

Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
--	--

Transferability: Will this course transfer to another academic institution? Identify	No
--	----

### Impact on other Programs and Departments

Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
--	----

Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
---	----

Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
--	----

### Is there any potential impact on another department of campus?

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
--	--

Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
----------------------	--

Allow 3-4 months to complete the new course approval process before the course can be scheduled.

## Section # 4 Department Review

This proposal has been 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
Beth Fitzgerald	<a href="mailto:efitzger@pcc.edu">efitzger@pcc.edu</a>	2/7/2013
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.

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Prefix and Course Number:	MM264	Credits:	4
Course Title: (60 characters max)	Broadcast I	Transcript Title (30 characters max)	Broadcast I
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
<b>Course Description:</b> 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)			
Covers broadcast television workflow and techniques; including studio production, live events and multi-camera set-up productions. Explores the roles of directing, production switching and studio crew roles.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	MM235	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	MM260	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	The student will be able to: <ul style="list-style-type: none"> <li>• Prepare the tools, equipment, and coordination of broadcast TV.</li> <li>• Practice professional set etiquette.</li> <li>• Produce media content for television to connect and distribute projects to the community.</li> </ul>
Course activities and design: <b>(from CCOG)</b>	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises.  There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: <b>(from CCOG)</b>	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>	<i>Themes: Articulating mood and tone through media storytelling</i> <i>Concepts: Studio and live event communication.</i> <i>Issues: Visual communication, safety.</i> <i>Skills: Studio and live event workflow.</i>

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Provide students experience in television, studio and live event production.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

<b>Section #3 Additional Information for new CTE courses</b>	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
<b>Impact on other Programs and Departments</b>	
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
<b>Is there any potential impact on another department of campus?</b>	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	



Section # 4 Department Review		
This proposal has been 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
Beth Fitzgerald	<a href="mailto:efitzger@pcc.edu">efitzger@pcc.edu</a>	2/7/2013
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.		

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	Multimedia	Submitter name phone and email	Beth Fitzgerald 971-722-5672 efitzger@pcc.edu
Prefix and Course Number:	MM265	Credits:	4
Course Title: (60 characters max)	Broadcast II	Transcript Title (30 characters max)	Broadcast II
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
<b>Course Description:</b> 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)			
Produces productions for PCC-TV and Portland community. Extends development in broadcast television workflow and techniques.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	MM 264	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite <input type="checkbox"/> 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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	The student will be able to: <ul style="list-style-type: none"> <li>• Develop broadcast television productions and live events.</li> <li>• Prepare and use the tools, equipment, and coordination of broadcast TV.</li> <li>• Practice professional set etiquette.</li> <li>• Produce media content for television to connect and distribute projects to the community.</li> </ul>
Course activities and design: <b>(from CCOG)</b>	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises.  There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: <b>(from CCOG)</b>	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: <b>(from CCOG)</b>	<i>Themes: Connecting with Portland community to produce video programming.</i> <i>Concepts: Studio and live event communication.</i> <i>Issues: Visual communication, safety.</i> <i>Skills: Studio and live event workflow.</i>

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Provide students experience in television, studio and live event production.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:

Will this new course be part of a new, proposed PCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

<b>Section #3 Additional Information for new CTE courses</b>	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
<b>Impact on other Programs and Departments</b>	
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
<b>Is there any potential impact on another department of campus?</b>	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval

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

<b>Section # 4 Department Review</b>		
This proposal has been 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
Beth Fitzgerald	<a href="mailto:efitzger@pcc.edu">efitzger@pcc.edu</a>	2/7/2013
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.		

## Portland Community College

## Contact and/or Credit Hour Change

Section #1 General Information			
Department	History	Submitter name, phone, and email	John Shaw 971 722-8276 <a href="mailto:john.shaw4@pcc.edu">john.shaw4@pcc.edu</a>
Course prefix and number	HST 100	Course title	Introduction to History
<b>Contact and Credit Hours</b> •1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week •1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week •1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week			
CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	3	Lecture	4
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits	3	Total credits	4
Reason for change:	1) Instructor's frustrations not getting through a 12-chapter text/workbook in 10-week terms 2) Not enough time to develop oral communication skills or engage in group activities 3) Not enough time to provide sufficient depth to historical case studies (see separate file)		
<b>LEARNING OUTCOMES:</b> Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website		
<b>IMPACT ON DEGREE AND CERTIFICATES:</b> Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website		
<b>IMPACT ON OTHER DEPARTMENTS AND SACS:</b> Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term	

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

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

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

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	History	Submitter name	John Shaw
		Phone	971 722-8276
		Email	<a href="mailto:john.shaw4@pcc.edu">john.shaw4@pcc.edu</a>
Current prefix and number	HST100	Proposed prefix and number	n/a
Current course title	Introduction to History	Proposed title (60 characters max)	n/a
Reason for title change	n/a	Proposed transcript title (30 characters max)	

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

Current Description	Proposed Description
Provides a general introduction to the nature and methods of history. Develops awareness of the importance of historical literacy and thinking. Develops intellectual and written communication skills applicable to the study of history, other academic disciplines and a wide variety of professional pursuits. Covers various periods, areas and fields of history through the use of historical case studies.	Provides a general introduction to the nature and methods of history. Develops awareness of the importance of historical literacy and thinking. Develops intellectual and written communication skills applicable to the study of history, other academic disciplines and a wide variety of professional pursuits. Covers several periods and events in history by utilizing historical case studies that promote active learning through skill-building exercises.



Reason for change	Credit Hour Change (3 to 4). See completed Contact and/or Credit Hour Change form.
-------------------	--

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> <li>• Articulate an understanding of the nature and methods of history, the various sources historians use to reconstruct the past, and the importance of historical context when evaluating evidence and historical interpretation.</li> <li>• Recognize and appreciate the value of diversity by developing the ability to describe the past through the eyes and experiences of those who were there, as revealed through their writings, art and artifacts, and to avoid judging the past solely in terms of the norms and values of today.</li> <li>• Identify culturally-grounded assumptions by trying to understand the worldviews, frames of reference, beliefs, values, intentions, and actions of historical figures using a variety of historical evidence.</li> <li>• Communicate effectively by engaging historical sources, learning to assess their reliability, and building and defending evidence-based arguments.</li> <li>• Connect the past with the present by being critical thinkers who can engage their world to derive a more informed perspective and enhance civic engagement.</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 prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 115			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: Recommended: Completion of WR 90.			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive <a href="#">related instruction website</a> to for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sylvia Gray	<a href="mailto:sgray@pcc.edu">sgray@pcc.edu</a>	02/13/2013
SAC Administrative Liaison	Email	Date
Nancy Wessel	<a href="mailto:nancy.wessel@pcc.edu">nancy.wessel@pcc.edu</a>	02/14/2013

## Portland Community College

## Course Revision

## What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Biology	Submitter name	Linda Fergusson-Kolmes
		Phone	971-722-4404
		Email	
Current prefix and number	BI 211	Proposed prefix and number	
Current course title	Principles of Biology	Proposed title (60 characters max)	
# Credits	5	Proposed transcript title (30 characters max)	
Reason for title change			

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. The first course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Recommended: High	Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. The first course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Recommended: High school biology and chemistry within the past seven years. Prerequisites: WR 115 and

school biology and chemistry within the past seven years. Prerequisites: WR 115 and RD 115 or equivalent placement test scores, and MTH 95 or higher. Prerequisite/Concurrent: CH 100 or higher; or instructor permission. Audit available.	RD 115 or equivalent placement test scores, and MTH 95 or higher. Prerequisite/Concurrent: <b>CH 151</b> or higher; or instructor permission. Audit available.
Reason for change	Change prereq/concurrent from CH 100 to CH 151 because Chemistry has changed the nature of CH 100 to specifically target non-science majors. CH 151 is a new course that will prepare students who intend to go on to 200 level chemistry but do not have the necessary background. Biology majors eventually need 200 level chemistry.

<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <a href="#">writing good outcomes</a> .	
<p style="text-align: center;"><b>Current learning outcomes (required information for all course revisions)</b></p>	<p style="text-align: center;"><b>New learning outcomes</b></p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· apply biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career);</li> <li>· use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science.</li> <li>· Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.</li> <li>· develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications;</li> <li>· communicate concepts in biochemistry and cell biology using appropriate terminology in both written and verbal forms.</li> <li>· competently enter and complete further work in the sciences, including Biology 212 and upperlevel courses in biochemistry and cell biology.</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 prerequisites, corequisites and concurrent

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

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

Placement into: .

prefix & number: Math 95

x Prerequisite

Corequisite

pre/con

prefix & number: CH 100 or higher

Prerequisite

Corequisite

x pre/con

### Proposed prerequisites, corequisites and concurrent

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

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

Placement into: .

prefix & number: Math 95

x Prerequisite

Corequisite

pre/con

prefix & number: **CH 151 or higher**

Prerequisite

Corequisite

x pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

yes

no

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

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

Please provide details, who was contacted and the resolution.

x Yes

No

Chemistry SAC, but this is in response to their changes

Bioscience SAC contacted. BI 211 is one of two options in their program of study, BI 112 is the other. BI 112 has no chemistry prereq.

Implementation term

Next available term after approval

x Specify term (if AFTER the next available 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](http://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)  
Linda Fergusson-Kolmes

Email  
[linda.fergussonkolmes@pcc.edu](mailto:linda.fergussonkolmes@pcc.edu)

Date

SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

Portland Community College

**Course Revision**

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

Section #1 General Information			
Department	Philosophy	Submitter name	Matt Stockton
		Phone	971.722.4471
		Email	mstockto@pcc.edu
Current prefix and number	PHL 197	Proposed prefix and number	
Current course title	Electronic Media & the Presentation of Reality	Proposed title (60 characters max)	Manufacturing Reality: Critical Thinking & the Media
# Credits	4	Proposed transcript title (30 characters max)	Manufacturing Reality
Reason for title change	<b>Enhancement &amp; Clarification</b>		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. <b>Do not</b> 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)
Addresses the growing impact of electronic media on our perceptions of truth and reality. Emphasizes skills to critically deconstruct and analyze the embedded values, messages, and techniques of electronic media as a basis for empowering students to formulate meaningful responses. Prerequisites: WR 115, RD 115 and	(This area is currently blank)

MTH 20 or equivalent placement test scores.	
---	--

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

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
--	-----------------------

<p><b>Recognize audiovisual techniques used by the media as a means for developing critical responses to the various forms of media driven social influence.</b></p> <p><b>Continually (re)define one’s morality within the larger social system of diverse cultures based upon the implicit and explicit moral, economic, and political messages that are embedded in the media.</b></p> <p><b>Employ an understanding of how one’s perceptions of self and reality have been constructed by moral, political, religious, and economic institutions and presented by the media.</b></p> <p><b>Recognize and reflect on the nature of the social and aesthetic issues associated with electronic media in order to meaningfully interact with electronic media in society.</b></p>	
--	--

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



<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input type="checkbox"/> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.	

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

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Matt Stockton	<a href="mailto:mstockto@pcc.edu">mstockto@pcc.edu</a>	2.18.13
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	<a href="mailto:lgoldy@pcc.edu">lgoldy@pcc.edu</a>	2.18.13
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 <sup>th</sup> floor.		



## Portland Community College

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

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

Section #1 General Information			
Department:	PHL	Submitter name Phone Email	Martha Bailey 971-722-3096 mbailey@pcc.edu
Course Prefix and Number:	PHL 201H	# Credits:	4
Course Title: (60 characters max)	Being and Knowing: Honors	Transcript Title (30 characters max)	Being and Knowing: Honors
Can this course be repeated? <b>PCC default is 0 repeats</b>	X No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:40 Lec/lab:NA Lab: NA
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 <input type="checkbox"/> No	Course Number and Title PHL 201	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
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)	Introduces metaphysics and the theory of knowledge via the works of important figures in the history of philosophy. Honors Version of PHL 201		

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

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

3.25 GPA

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> 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)	<p>Students completing this course should be able to:</p> <p>Recognize and evaluate the philosophical assumptions embedded in one’s own ideas and the ideas that permeate our culture in order to critically assess the truth and validity of arguments from diverse sources.</p> <p>Identify and reflect on philosophical arguments from the history of philosophy in order to effectively communicate with others that might have divergent points of view.</p> <p>Recognize and reflect on the interconnectedness and the historical development of philosophical ideas in order to be conscious of the role philosophical ideas play in one’s own culture and the cultures of others.</p> <p><b>Additional Honors Outcomes:</b></p> <p>Analyze philosophical arguments in light of original context and historical responses, along with consideration of contemporary concerns</p> <p>Produce and present an original philosophical argument in response to a primary text, using methods of philosophical inquiry and research and explaining the reasoning used</p> <p>Lead or co-lead discussion on a focused philosophical topic</p>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Assessment strategies will include some of the following:</p> <ul style="list-style-type: none"> <li>· Essays in the form of in-class exams, short papers, or term papers.</li> <li>· Student presentations.</li> </ul>

	<ul style="list-style-type: none"> <li>· Class and small group discussions.</li> <li>· Portfolios.</li> <li>· Service learning projects.</li> <li>· Attendance.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p><b>Themes, Concepts, Issues</b> The course will focus on the following topics and issues with a primary focus on the Western philosophical tradition:</p> <ul style="list-style-type: none"> <li>· Metaphysics.</li> <li>· Epistemology.</li> <li>· What is a philosophical question?</li> <li>· How have some historically significant philosophers (including, but not limited to Socrates, Plato, Aristotle, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Russell, Wittgenstein) responded to philosophical questions?</li> <li>· Epistemological and metaphysical issues that are raised in other areas of philosophy (e. g., ethics, philosophy of religion, aesthetics, philosophy of science, etc.)</li> </ul> <p><b>Additional Honors topics and themes:</b> Methods of philosophical inquiry and research</p> <p><b>Competencies and Skills:</b> Students will learn to:</p> <ul style="list-style-type: none"> <li>· Comprehend philosophical writings.</li> <li>· Paraphrase, illustrate, and explain ideas contained in philosophical writings.</li> <li>· Critique and challenge philosophical ideas.</li> <li>· Write philosophically coherent arguments.</li> </ul> <p><b>Additional Honors Competencies and Skills:</b> Engage with others in understanding and presenting philosophical ideas and historical responses to those ideas Participating actively in philosophical discussion, contributing and providing support for original philosophical insights Facilitating large or small group discussion of interpretations of philosophical ideas Formulating philosophical arguments which reflect understanding of significant philosophical issues</p>
Reason for the new course	Honors version of PHL 201

## 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	(Transfers to the same schools, with same credit, as PHL 201)
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	NA	
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	NA	

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NA
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
<p>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.</p>	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Matt Stockton	<a href="mailto:mstockto@pcc.edu">mstockto@pcc.edu</a>
SAC Administrative Liaison	Email
Loretta Goldy	<a href="mailto:lgoldy@pcc.edu">lgoldy@pcc.edu</a>
<p>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.</p>	

## Portland Community College

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

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

Section #1 General Information			
Department:	PHL	Submitter name Phone Email	Martha Bailey 971-722-3096 <a href="mailto:mbailey@pcc.edu">mbailey@pcc.edu</a>
Course Prefix and Number:	PHL 202H	# Credits:	4
Course Title: (60 characters max)	Ethics: Honors	Transcript Title (30 characters max)	Ethics: Honors
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:NA Lab: NA
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 <input type="checkbox"/> No	Course Number and Title PHL 202
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X	<input type="checkbox"/>
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)	Studies attempts by philosophers to account for the difference between right and wrong, for the notion of moral obligation and to answer the question: How should we lead our lives. Honors version of PHL 202.		



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

X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores. 3.25 GPA

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> 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)	<p>Students completing this course should be able to:</p> <p>Recognize the philosophical assumptions that are embedded in moral ideas and in philosophical works in order to define one’s moral responsibility in contemporary society.</p> <p>Reflect on and evaluate ethical arguments from diverse sources in order to communicate effectively with others who might have a different opinion from one’s own.</p> <p>Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.</p> <p><b>Additional Honors Outcomes:</b></p> <p>Analyze ethical arguments in light of original context and historical responses, along with consideration of contemporary concerns and relevant societal developments</p> <p>Produce and present an original ethical argument in response to a primary text, using methods of philosophical inquiry and research and explaining the reasoning used</p> <p>Lead discussion on a focused ethical topic, either theoretical or an application of ethical theory</p>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p><b>Assessment strategies will include some of the following:</b></p> <p>Essays in the form of in-class exams, short papers, or term papers.</p> <p>Student presentations.</p> <p>Class and small group discussions.</p> <p>Portfolios.</p>

	<p>Service learning projects. Attendance.</p>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p><b>Themes, concepts, Issues:</b> The course will focus on the following topics and issues with a primary focus on the Western philosophical tradition: Meta-ethics (or Ethical Theory). Normative Ethics. What is the philosophical significance of core ethical concepts such as good, evil, right, and wrong? How have some historically significant philosophers (including, but not limited to Socrates, Plato, Aristotle, Epicurus, Spinoza, Hobbes, Locke, Hume, Kant, Bentham, Mill, Moore, Ayer) responded to philosophical questions concerning morality? Epistemological and metaphysical issues that are raised in connection with Ethical Theories (such as, Are Ethical claims knowledge claims? In what ways do persons differ from other sorts of entities?)</p> <p><b>Additional Honors content:</b> Methods of philosophical inquiry and research, focused on ethical concerns</p> <p><b>Competencies and Skills:</b> Students will learn to: Comprehend philosophical writings dealing with morality. Paraphrase, illustrate, and explain ideas contained in philosophical writings dealing with morality. Critique and challenge philosophical ideas dealing with morality. Write philosophically coherent arguments concerning ethical theories and issues.</p> <p><b>Additional Honors Competencies and Skills:</b> Engage with others in understanding and presenting ethical theories and historical responses to those theories Participating actively in ethical discussion, contributing and providing support for original ethical insights Facilitating large or small group discussion of interpretations of ethical theories Formulating ethical arguments which reflect understanding of significant issues in ethics</p>
<p>Reason for the new course</p>	<p>Honors version of PHL 202</p>

## 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	(Transfers to the same schools, with same credit, as PHL 201)
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	NA	
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	NA	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	NA	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	NA
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Matt Stockton	<a href="mailto:mstockto@pcc.edu">mstockto@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Loretta Goldy	<a href="mailto:lgoldy@pcc.edu">lgoldy@pcc.edu</a>
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

Portland Community College

**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)

X outcomes

prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

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

Section #1 General Information			
Department	Communication Studies/Journalism	Submitter name	Jeremy Estrella
		Phone	971-722-4854
		Email	jeremy.estrella@pcc.edu
Current prefix and number	COMM 228	Proposed prefix and number	
Current course title	Mass Communication	Proposed title (60 characters max)	Mass Communication and Society
# Credits	4	Proposed transcript title (30 characters max)	Mass Communication and Society
Reason for title change	<b>To address equivalency of cross-listed courses J201 and COMM 228.</b>		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. <b>Do not</b> use the words: course and/or student. Include recommendations in the description.	
Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the symbiotic relationship of the mass media and society from a rhetorical perspective. Investigation into the technological advancements in mass communications and their subsequent effect on public discourse and the individual in society will be examined. Prerequisite:	Surveys media of mass communication and the effects on society. Introduces the history, development and technological advances of mass communication systems and their subsequent role in society, public discourse and the individual. Includes an analysis of print and broadcast journalism, advertising, public relations, television, film and new media. Course may

WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.	be taken one time for credit as J201 or COMM228. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit Available.
Reason for change	<b>To address equivalency of cross-listed courses J201 and COMM228.</b>

**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
<ol style="list-style-type: none"> <li>1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions</li> <li>2. Continue to recognize the connections between media freedoms and democracy in order to maintain that delicate balance between freedom of the press and freedom of the society.</li> <li>3. Provide community leadership through the recognition of political and economic influence of the media.</li> <li>4. Continue to use media literacy skills in order to recognize the connections made in any given situation, be it relationships, business, travel, or political choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.</li> <li>2. Recognize the connection between journalistic/media freedoms and democracy in order to maintain balance between freedom of the press and freedom of the society.</li> <li>3. Provide community leadership through the recognition of the political and economic influence of the media.</li> <li>4. Critically and thoughtfully respond to both explicit and implicit communication of media.</li> </ol>
Reason for change	<b>To address equivalency of cross-listed courses J201 and COMM228.</b>

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

**Current prerequisites, corequisites and concurrent**

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

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

Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
------------------	---------------------------------------	--------------------------------------	----------------------------------

Proposed prerequisites, corequisites and concurrent If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input type="checkbox"/> no
--	---

**If yes. 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.

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Pat Semura and Jorge Espinosa	psemura@pcc.edu/jespinos@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Portland Community College

## Course Revision

## What do you want to change?

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

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

## Section #1 General Information

Department	Communication Studies/Journalism	Submitter name	Jeremy Estrella
		Phone	971-722-4854
		Email	jeremy.estrella@pcc.edu
Current prefix and number	J 201	Proposed prefix and number	
Current course title	Mass Media and Society	Proposed title (60 characters max)	Mass Communication and Society
# Credits	4	Proposed transcript title (30 characters max)	Mass Communication and Society
Reason for title change	<b>To address equivalency of cross-list courses J201 and COMM 228.</b>		

**COURSE DESCRIPTION:** To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Survey of the various media of mass communication and their effects on society. Introduces the history and development of mass communication systems and their role in society. Analysis of print and broadcast journalism, advertising, public relations, television and film. Prerequisite: WR 115,	Surveys media of mass communication and the effects on society. Introduces the history, development and technological advances of mass communication systems and their subsequent role in society, public discourse and the individual. Includes an analysis of print and broadcast journalism, advertising, public relations, television, film and new media. Course may



RD 115 and MTH 20 or equivalent placement test scores. Audit Available.	be taken one time for credit as J201 or COMM228. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit Available.
Reason for change	<b>To address equivalency of cross-listed courses J201 and COMM 228.</b>

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</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>*Understand the unique characteristics of different media for the effect each has on culture and society.</p> <p>*Recognize connections between journalistic freedoms and democracy in order to make personal and professional choices.</p> <p>*Critically and thoughtfully respond to both the explicit and implicit communication of media.</p>	<ol style="list-style-type: none"> <li>1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.</li> <li>2. Recognize the connection between journalistic/media freedoms and democracy in order to maintain balance between freedom of the press and freedom of the society.</li> <li>3. Provide community leadership through the recognition of the political and economic influence of the media.</li> <li>4. Critically and thoughtfully respond to both explicit and implicit communication of media.</li> </ol>
Reason for change	<b>To address equivalency of cross-listed courses J201 and COMM 228.</b>

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
<b>Current prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<b>Proposed prerequisites, corequisites and concurrent</b>			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes
	<input type="checkbox"/> 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.

<input type="checkbox"/> Yes	
<input type="checkbox"/> No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> Specify term (if AFTER the next available term)

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

**Section # 2 Department Review**

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

SAC Chair (type name)	Email	Date
Pat Semura and Jorge Espinosa	psemura@pcc.edu/jespinos@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

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

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

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

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

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

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

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

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

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

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

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

**Note:**

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

[General Education Request Information](#)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Jeremy Estrella	Jeremy.estrella@pcc.edu
SAC Chair	Name	E-mail Address
	Pat Semura/ Jorge Espinosa	psemura@pcc.edu/jespinos@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Cheryl Scott	cscott@pcc.edu

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

Course Prefix and Number:	J 201	Course Title:	Mass Communication and Society
Course Credits:	4	Gen Ed Category:	Arts and Letters

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

Course Prefix and Number:	J 201	Course Title:	Mass Communication and Society
---------------------------	-------	---------------	--------------------------------

Course Description:	Surveys media of mass communication and the effects on society. Introduces the history, development and technological advances of mass communication systems and their subsequent role in society, public discourse and the individual. Includes an analysis of print and broadcast journalism, advertising, public relations, television, film and new media. Course may be taken one time for credit as J201 or COMM228. Prerequisite: WR 115, RD115 and MTH 20 or equivalent placement test scores. Audit Available.
---------------------	---

Course Outcomes:	<ol style="list-style-type: none"> <li>1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.</li> <li>2. Recognize the connection between journalistic/media freedoms and democracy in order to maintain balance between freedom of the press and freedom of the society.</li> <li>3. Provide community leadership through the recognition of the political and economic influence of the media.</li> <li>4. Critically and thoughtfully respond to both explicit and implicit communication of media.</li> </ol>
------------------	---

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	<p>J201 studies the relationship between mass media and culture. It does this through the framework of teaching students media literacy. Media literacy consists of:</p> <ul style="list-style-type: none"> <li>• Understanding the commercial forces behind media materials.</li> <li>• Awareness of political influences that shape mass media.</li> <li>• Understanding the role of media in different countries and cultures.</li> <li>• Ability to examine media content systematically for both broadly</li> </ul>
---	--

	<p>cultural and specifically commercial and political meanings.</p> <ul style="list-style-type: none"> <li>• Ability to think through the ethical implications of the mass media for the individual and the society</li> <li>• Awareness of ways in which the public can influence the production and distribution of mass media materials</li> </ul>
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The course traces the development of mass media from oral cultural traditions, to writing, to print, broadcasting and electronic media, and digital media. It discusses how individuals use media and the gratifications they derive from media usage. In terms of gender, the course discusses changing images of women in the media, as well as contemporary media portrayals of masculinity and femininity.
C. Understanding of themselves and/or their natural and technological environments.	<p>Mass Media present ideas of the culture in <b>three</b> broad and related ways:</p> <ol style="list-style-type: none"> <li>1. They direct people's attention toward codes of acceptable behavior within society and how to talk about them,</li> <li>2. They tell people what and who counts in their world and why.</li> <li>3. They tell people what others think of them and what people "like themselves" think of others.</li> </ol> <p>The course argues that individuals' frames of reference and worldviews are cultivated through the stories the media tells. The course also argues that the very technology of the media shapes the consciousness of its users; that for example, people who are now growing up in the digital world (digital natives) think differently from previous generations who grew up in different media eras, and that difference, in major ways, is a function of technological adaptation.</p>
D. Ability to reason qualitatively and/or quantitatively.	Media literacy enables students to better evaluate information, Students use critical thinking skills to analyze and evaluate a piece of information before deciding if it's accurate, factual and devoid of any severe biases.
E. Ability to conceptually organize experience and discern its meaning.	Media literacy is an organizing process as well as a reasoning process. It teaches students how to read media texts, to decipher the subtexts with their embedded values and points of view.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	A major part of this course is study of the practice of journalism as guaranteed in the First Amendment. Democracy cannot exist without a free press. Responsible citizenship is the cornerstone of this class.

### Arts and Letters

#### Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more

fully in local and global issues.

**Criteria:**

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
  - Foster creative individual expression via analysis, synthesis, and critical evaluation;
  - Compare/contrast attitudes and values of specific historical periods or world cultures; and
  - Examine the origins and influences of ethical or aesthetic traditions.

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

1. Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.
2. Recognize the connection between journalistic/media freedoms and democracy in order to maintain balance between freedom of the press and freedom of the society.
3. Provide community leadership through the recognition of the political and economic influence of the media.
4. Critically and thoughtfully respond to both explicit and implicit communication of media.

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

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?\*\*

This acquirement is achieved through teaching students media literacy. Media literacy is the ability to access, analyze, evaluate, and create media in all its forms.

- To **analyze** means examining a piece of media objectively and separating the various elements.
- To **evaluate** means taking the elements learned from analysis and applying media literacy ideas to it and combining that with your own values.
- To **create** means to take everything learned about a particular type of media and applying it all to something new and original.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?\*\*

Humans and the media are storytellers and an understanding of media literacy allows a student to evaluate human expression in the media. Values and ethics are expressed through the media and media literacy allows for a critique of the stories presented through the media. Class discussions revolve around historical and contemporary events both globally and locally as they unfold and the role the media plays in those events. Also, by analyzing global and local reports of events in the media through the lens of media literacy, a student is engaged in the process of discovering meaning and becoming critical consumers of information.

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



## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	Professional Music	Submitter name phone and email	Allen Jones 5226 ajones@pcc.edu
Prefix and Course Number:	MUC 126A	Credits:	1.0
Course Title: (60 characters max)	Computer Notation and Scoring 1	Transcript Title (30 characters max)	Computer Notation / Scoring 1
Can this course be repeated? <b>PCC default is 0 repeats</b>	No	How many times? 0	Contact hours: PER QUARTER Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.		Students may elect to refresh their skills.	
Is this course equivalent to another? They must have the same description, outcomes and credit.	Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971- 722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x	x	
Pass/No pass	x		
Audit in consultation with faculty	x		
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
<b>Course Description:</b> 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)			
Uses Sibelius, Finale, or other software to generate music notation and charts to transcribe music and to create scores, harmonizations, and orchestrations.			
Addendum to course description:			



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

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Outcomes: <b>(Use observable and measurable verbs)</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Apply accepted practices for music notation and chart page layout;</li> <li>● Transcribe music from recorded source materials or known music;</li> <li>● Create readable lead sheets for original and/or cover songs and instrumental pieces;</li> <li>● Compose additional vocal and/or instrumental parts from a single melody line;</li> </ul>
Course activities and design: <b>(from CCOG)</b>	<ul style="list-style-type: none"> <li>● Discussion and application of music notation rules and accepted practice;</li> <li>● Introduction to notation software, basic operations and techniques;</li> <li>● Creation of lead sheets, including melody, chords, lyrics, and music flow (repeats, etc.);</li> <li>● Discussion and application of techniques for harmonizing and orchestration;</li> <li>● Creation of multi-part scores, and extraction of individual parts from the score, including necessary transpositions;</li> <li>● Playback of scores in class.</li> </ul>

<p>Outcomes assessment strategies: (from CCOG)</p>	<p><b>In-class quizzes</b> may be used to evaluate students' understanding of notation rules and practice. For example: placement of note stems for single and dual parts; proper use of meter and correct placement of partial measures; proper use of repeats, endings, D.S., D.C., <i>fine</i>, coda, etc.; identification and correct usage of key signatures.</p> <p><b>Projects to be completed in lab</b> demonstrate skills for proper notation and use of software. For example:</p> <ul style="list-style-type: none"> <li>● Transcribe melody lines and chordal harmony from recorded source material;</li> <li>● Create lead sheets for original or cover songs, clearly showing melody and song form, along with chord symbols, lyrics, and any other necessary markings or instructions.</li> <li>● Create harmonizations, counterpoint and/or riffs (2-3 additional parts) from a single melody line (using one of the lead sheets as a starting point). Present as a concert pitch multi-staff score, or as a choral score with SATB and accompaniment parts.</li> <li>● Create parts extracted from the score for individual musicians and singers. Transpose as necessary for certain instruments.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ul style="list-style-type: none"> <li>● Review of music notation practice and guidelines;</li> <li>● Music dictation practice;</li> <li>● Music notation in the software environment;</li> <li>● Starting a new score;</li> <li>● Adding instruments / staves to the score;</li> <li>● Methods for inputting notes to the score;</li> <li>● Editing tools;</li> <li>● Adding title, composer, publisher and copyright information;</li> <li>● Adding lyrics, chord symbols, and other text;</li> <li>● Adding repeats, endings, and other music flow markings;</li> <li>● Adding articulation marks, slurs, dynamics and other markings;</li> <li>● Page layout and formatting for lead sheet, score, parts;</li> <li>● Transcribing by ear from recorded material;</li> <li>● Review of basic harmonization techniques;</li> <li>● Writing harmonies and other support parts;</li> <li>● Extracting individual parts from score, with transposition;</li> <li>● Playing back the score;</li> <li>● Printing the score and parts;</li> <li>● Overview of different notation software applications.</li> </ul>

## Section #2 Function of the new course within an existing and/or new program(s)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

<p>Rationale for the new course.</p>	<p>This course supplements the existing commercial music theory course offerings by specifically addressing the need for musicians to develop skills in the use of software for scoring music.</p>
--------------------------------------	--

Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X Yes No
Name of certificate(s):	Music Professional	# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		Yes X No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Elective	

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

<b>Section #3 Additional Information for new CTE courses</b>	
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 to the DL office) other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
<b>Impact on other Programs and Departments</b>	
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	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	Next available term after approval Specific term AFTER next available: Winter 2014
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Allen Jones	<a href="mailto:ajones@pcc.edu">ajones@pcc.edu</a>	2/5/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	<a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a>	2/5/13
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 <sup>th</sup> floor.		

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	Professional Music	Submitter name phone and email	Allen Jones 5226 ajones@pcc.edu
Prefix and Course Number:	MUC 126B	Credits:	1.0
Course Title: (60 characters max)	Computer Notation and Scoring 2	Transcript Title (30 characters max)	Computer Notation / Scoring 2
Can this course be repeated? <b>PCC default is 0 repeats</b>	<b>No</b> Yes	How many times?	Contact hours: PER QUARTER Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.		Students may elect to refresh their skills.	
Is this course equivalent to another? They must have the same description, outcomes and credit.	Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971- 722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	
	Audit in consultation with faculty	x	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Continues skill building, using Sibelius, Finale, or other software to generate music notation and charts in a variety of more advanced applications. Continues developing skills for transcribing music, creating scores, harmonization, and orchestration.			
Addendum to course description:			

--

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
Placement into:	Placement into:		
course prefix & number: MUC 126A	X Prerequisite	Corequisite	pre/co
course prefix & number:	Prerequisite	Corequisite	pre/co

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

<p>Outcomes: <b>(Use observable and measurable verbs)</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Using accepted practices for music notation and chart page layout, transcribe music from recorded source materials or known music;</li> <li>● Create readable lead sheets for original and/or cover songs and instrumental pieces;</li> <li>● Compose multiple vocal and/or instrumental parts from a single melody line;</li> <li>● Create a usable score including multiple parts;</li> <li>● Extract individual parts for vocalists and/or instrumentalists, including transposition (for horns, etc.) as necessary;</li> <li>● Use available software tools to mix and record the score to audio.</li> </ul>
<p>Course activities and design: <b>(from CCOG)</b></p>	<ul style="list-style-type: none"> <li>● Discussion and application of music notation, rules and accepted practice;</li> <li>● Demonstration of notation software operations and techniques;</li> <li>● Creation of lead sheets, including melody, chords, lyrics, and music flow (repeats, etc.);</li> <li>● Discussion and application of techniques for harmonizing and orchestration</li> <li>● Creation of multi-part scores, including, for example, piano, bass, percussion, strings, horns, and vocal parts. Includes measure numbers, rehearsal markings, repeats, dynamics, etc.</li> <li>● Extraction of individual parts from the score. Includes measure numbers, rehearsal markings, repeats, dynamics, etc., as well as any necessary transpositions.</li> <li>● Creation of recorded music from the score, using the playback and mixing capabilities of the notation software;</li> <li>● Playback of scores in class.</li> </ul>

<p>Outcomes assessment strategies: (from CCOG)</p>	<p><b>In-class quizzes</b> may be used to evaluate understanding of notation rules and practice. For example: placement of note stems for single and dual parts; proper use of meter and correct placement of partial measures; proper use of repeats, endings, D.S., D.C., <i>fine</i>, coda, etc.; identification and correct usage of key signatures.</p> <p><b>Projects to be completed in lab</b> demonstrate skills for proper notation and use of software. For example:</p> <ul style="list-style-type: none"> <li>● Transcribe melody lines and chordal harmony from recorded source material;</li> <li>● Create lead sheets for original or cover songs, clearly showing melody and song form, along with chord symbols, lyrics, and any other necessary markings or instructions.</li> <li>● Create rhythm section parts, harmonizations, counterpoint and/or riffs from a single melody line (use one of the lead sheets as a starting point). May use jazz block chord voicing (such as for horns), popular or folk styles, or more traditional techniques (such as a chorale). Present as a concert pitch multi-staff score, or as a choral score with SATB and accompaniment parts. Include dynamic and articulation markings, measure numbers, rehearsal markings, repeats, etc.</li> <li>● Create parts extracted from the score for individual musicians and singers. Transpose as necessary for certain instruments, and include all dynamic and articulation markings, measure numbers, rehearsal markings, repeats, etc. from the master score.</li> <li>● Export audio recording(s) from the completed score, using the mixing and playback functions of the software.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<ul style="list-style-type: none"> <li>● Review of music notation practice and guidelines;</li> <li>● Music dictation practice;</li> <li>● Review of fundamental operations in music notation software (note entry, editing, text, music flow, various markings, page layout, creation of parts);</li> <li>● Using multiple voices in a single staff;</li> <li>● Bar numbering and rehearsal marks;</li> <li>● Tools for transpose, invert, retrograde;</li> <li>● Creating guitar chord diagrams and tablature;</li> <li>● Creating notation for drum and percussion parts;</li> <li>● Creating grand staff notation for piano and keyboard parts;</li> <li>● Creating SATB score for choral music;</li> <li>● Importing lyrics and placing block form lyrics;</li> <li>● Fine points of page layout;</li> <li>● Transcribing original material or by ear from recorded material;</li> <li>● Review of orchestration techniques, chord blocking, etc.;</li> <li>● Writing multiple parts for horns, strings, and other instruments;</li> <li>● Mixing sound output from the score;</li> <li>● Adding cue points and scoring for picture;</li> <li>● Exporting audio from the score.</li> </ul>

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This course supplements the existing commercial music theory course offerings by specifically addressing the need for musicians to develop skills in the use of software for scoring music.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	X Yes No	
Name of certificate(s):	Music Professional	# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	Yes X No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Elective	

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

<b>Section #3 Additional Information for new CTE courses</b>	
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 to the DL office) other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
<b>Impact on other Programs and Departments</b>	
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	None
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	Next available term after approval Specific term AFTER next available: Spring 2014
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Allen Jones	<a href="mailto:ajones@pcc.edu">ajones@pcc.edu</a>	2/5/13
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	<a href="mailto:dan.wenger1@pcc.edu">dan.wenger1@pcc.edu</a>	2/5/13
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 <sup>th</sup> floor.		

## Portland Community College

**New Course**  
**Career Technical Education (CTE)**

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

Section #1 General Information			
Department:	Professional Music	Submitter name phone and email	Allen Jones x5226 ajones@pcc.edu
Prefix and Course Number:	MUC 144B	Credits:	2
Course Title: (60 characters max)	Contemporary Singing II	Transcript Title (30 characters max)	Contemporary Singing II
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	How many times?	Contact hours: PER QUARTER  Lecture: Lec/lab: 40 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722- 7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
<b>Course Description:</b> 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)			
Covers intermediate technical and artistic skills necessary for solo and ensemble singing performance.			
Addendum to course description:			

Identify prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

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 <a href="#">guidance on writing good outcomes</a> .	
Outcomes: <b>(Use observable and measurable verbs)</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Utilize proper technique to encourage vocal health (e.g., correct breath support and vocal production).</li> <li>Maintain a repertoire of intermediate warm-up exercises.</li> <li>Sing in an ensemble with two and three-part harmony.</li> <li>Perform songs solo.</li> <li>Use knowledge of the characteristics of a variety of musical genres to adapt singing for future performances.</li> </ul>
Course activities and design: <b>(from CCOG)</b>	<ul style="list-style-type: none"> <li>Breath control exercises</li> <li>Vocal warm-up exercises</li> <li>Introduce, practice and review two and three-part harmony songs</li> <li>Practice and review solo songs</li> <li>Address vocal performance issues</li> <li>Individual practice time in lab</li> </ul>
Outcomes assessment strategies: <b>(from CCOG)</b>	Assessment will be based on in-class solo and ensemble performance assignments and attendance.
Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	<p>Technical (continued personalized development of):</p> <ul style="list-style-type: none"> <li>Connection to and usage of breath support</li> <li>Correct function of oscillators (vocal folds)</li> <li>Proper placement of sound in the resonating chamber.</li> <li>Overall muscle relaxation</li> <li>Voice clarification (soprano, alto, tenor, baritone, bass)</li> </ul> <p>Musicianship</p> <ul style="list-style-type: none"> <li>Intonation</li> <li>Rhythm and phrasing</li> <li>Ear training (intervals and chords)</li> <li>Introduction to reading music</li> </ul> <p>Presentation</p> <ul style="list-style-type: none"> <li>Performance etiquette</li> <li>Interpretation of two songs</li> <li>Development of individual style</li> </ul> <p>Competencies and Skills</p>

	<ul style="list-style-type: none"> <li>• Develop and maintain a healthy voice</li> <li>• Prepare and present two solo songs</li> <li>• Prepare and present two group songs (in duos or trios) with two and three-part harmony</li> <li>• Explore possible career opportunities</li> </ul>
--	---

<b>Section #2 Function of the new course within an existing and/or new program(s)</b>		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	High student interest and demand.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):	Professional Music	# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Affords the student who wishes to focus on vocal performance continued coursework and activity.	

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

<b>Section #3 Additional Information for new CTE courses</b>	
How or where will the course be taught. Check all that apply	<input type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	
<b>Impact on other Programs and Departments</b>	
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.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

<b>Section # 4 Department Review</b>		
This proposal has been 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
Allen Jones	ajones@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Dan Wenger	Dan.wenger1@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Portland Community College

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

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

Section #1 General Information			
Department:	Economics	Submitter name Phone Email	Youssef Khodaparast <a href="mailto:ykhodapa@pcc.edu">ykhodapa@pcc.edu</a> (971)722-4069
Course Prefix and Number:	EC221	# Credits:	4
(Course Title: (60 characters max)	Globalization and International Relations	Transcript Title (30 characters max)	Globalization & Int. Relations
Can this course be repeated? No.	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:40 Lec/lab:0 Lab: 0
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 <input type="checkbox"/> Yes <input type="checkbox"/> No		Course Number and Title PS221 and SOC 221 are equivalent (all 3 courses are cross-listed)
<p>GRADE OPTIONS: Check as many or as few options as you'd like</p> <p><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.</p>			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X <input type="checkbox"/>	X <input type="checkbox"/>	
Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>	
<p>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.</p>			

<b>Course Description:</b> (field will expand as needed)	Provides an introductory survey of issues relating to globalization and international relations. Explores economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115, MTH 20. PS 221, EC 221 and SOC 221 are equivalent and maybe taken only one time for credit.
<b>Addendum to Course Description:</b>	Fulfills core course requirement at PCC for Peace and Conflict Studies Program (PACS) Focus Awards. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.

### General Education/Discipline Studies Standard Prerequisite Approval

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

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

Placement into:

Placement into:

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

None – please explain

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

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

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

	<p>changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.</p>
<p>Course activities and design: (from CCOG)</p>	<p>This course will be consistently cross-listed for credit in the three disciplines of political science, economics, and sociology – to be taught by interested instructors meeting the minimum requirements for teaching in any of these disciplines at PCC .</p> <p>Course activities and design may make use of combinations of methods and tools including lectures, classroom discussions, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the instructor.</p>
<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. They may include:</p> <ul style="list-style-type: none"> <li>*Exams consisting of essays, multiple choice, or other methods that integrate and require application of concepts, themes, and issues covered in this course.</li> <li>*Written assignments such as papers, reports, reviews, journals, or other exercises that demonstrate a critical capacity to evaluate information relating to this course</li> <li>*Individual or group projects where students identify resources that provide information and utilize these resources to evaluate policies reflecting conflicting beliefs, goals, and strategies.</li> <li>*Oral presentations, debates, roleplaying, or other exercises intended to provide a more comprehensive understanding of issues and how they may be addressed.</li> <li>*Research projects using standard research techniques, acceptable formats, and specified rating criteria</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<ol style="list-style-type: none"> <li><b>1. Explaining Globalization</b> <ul style="list-style-type: none"> <li>*Definitions and global trends.</li> <li>*The modern world systems of capitalism and socialism.</li> <li>*Socio-economic and politics of the global system.</li> <li>*Nation-States in the era of globalization.</li> </ul> </li> <li><b>2. Globalization and the World Economy</b> <ul style="list-style-type: none"> <li>*International trade and strategic foreign policies.</li> <li>*Trade agreements and trading blocks.</li> <li>*WTO, NAFTA, IMF, WB, APEC.</li> <li>*China, India, EU, Russia, U.S., Brazil, Turkey.</li> <li>*Globalization and financial systems.</li> <li>*Economic performance and income distribution.</li> <li>*Corporations, social accountability, speculative investment, booms and busts.</li> <li>*Technological changes: costs and benefits.</li> </ul> </li> <li><b>3. Globalization, Nation-State, and Global Governance</b> <ul style="list-style-type: none"> <li>*The changing role of nation-state.</li> <li>*The new world order.</li> <li>*Political elites and concentration of power.</li> <li>*Foreign policies, economic and political rivalries, and strategic interests.</li> <li>*Military alliances and rogue states.</li> <li>*United Nations.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>*Democracies, dictatorships and NGOs.</li> <li>*Nation building.</li> <li>*Social change and movements</li> <li>*Civil society.</li> </ul> <p><b>4. Globalization, Information, and Culture</b></p> <ul style="list-style-type: none"> <li>*Going global: sushi, Big Mac, and popular culture.</li> <li>*Internet, global media, and information flows.</li> <li>*Clash of civilizations, cultural and ethnic identities.</li> </ul> <p><b>5. Global Threats and Challenges</b></p> <ul style="list-style-type: none"> <li>*Environment, sustainability, and energy supplies.</li> <li>*Food and population.</li> <li>*Terrorism and wars.</li> <li>*Nuclear proliferation.</li> <li>*Diseases and cyber crimes.</li> <li>*Poverty and income distribution.</li> </ul> <p><b>Competencies and Skills</b></p> <ol style="list-style-type: none"> <li>1. Identify the changing forces of globalization</li> <li>2. Explain the changing role of nation-state</li> <li>3. Express knowledge about factors that lead to regional and global conflicts</li> <li>4. Identify and understand major global environmental threats</li> <li>5. Analyze the socio-economic and political structures of the global system.</li> <li>6. Demonstrate knowledge of the interdependencies of foreign policies, economic rivalries, and strategic interests.</li> <li>7. Analyze the roles of global corporations, international organizations, and NGOs.</li> </ol>
Reason for the new course:	To have an interdisciplinary core course for Peace and Conflict Studies Program and connect the overlapping areas in the three disciplines of economics, sociology, and political science. Strengthen these programs, increase faculty interactions and collaborations.

## 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	All
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement (once approved for GenED) <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	EC and SOC offer courses in Globalization
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Elective for AAOT, AAS, AS, AGS, ASOT-B	# credits: 4
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It is an elective for the above degrees	
<b>Impact on other Programs and Departments</b>		
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.	PS 221 EC 221, SOC 221 are equivalent and will be cross-listed	
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.	All 3 SACs have approved this new course. All have been discussed at various SAC meetings and faculty are excited about this new offering.	
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 negative impact. Other programs or departments might want to include this course in their elective or required lists	

Implementation term: FALL 2013	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Justin Elardo	<a href="mailto:justin.elardo@pcc.edu">justin.elardo@pcc.edu</a>
SAC Administrative Liaison	Email
Nancy Wessel	<a href="mailto:nancy.wessel@pcc.edu">nancy.wessel@pcc.edu</a>
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Sociology	Submitter name Phone Email	Heather Guevara <a href="mailto:Heather.guevara@pcc.edu">Heather.guevara@pcc.edu</a>
Course Prefix and Number:	SOC 221	# Credits: 4	
Course Title: (60 characters max)	Globalization and International Relations	Transcript Title (30 characters max)	Globalization & Int. Relations
Can this course be repeated? No.	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:40 Lec/lab:0 Lab: 0
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 <input type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title EC 221 and PS 221 are equivalent (all 3 courses are cross-listed)
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X <input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>
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 an introductory survey of issues relating to globalization and international relations. Explores economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global		

	security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115, MTH 20. PS 221, EC 221 and SOC 221 are equivalent and maybe taken only one time for credit.
Addendum to Course Description:	Fulfills core course requirement at PCC for Peace and Conflict Studies Program (PACS) Focus Awards. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.

### General Education/Discipline Studies Standard Prerequisite Approval

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

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

Placement into:

Placement into:

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

None – please explain

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Learning Outcomes:  
(Use observable and measurable verbs)

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

<p>Course activities and design: (from CCOG)</p>	<p>This course will be consistently cross-listed for credit in the three disciplines of political science, economics, and sociology – to be taught by interested instructors meeting the minimum requirements for teaching in any of these disciplines at PCC .</p> <p>Course activities and design may make use of combinations of methods and tools including lectures, classroom discussions, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the instructor.</p>
<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. They may include:</p> <ul style="list-style-type: none"> <li>*Exams consisting of essays, multiple choice, or other methods that integrate and require application of concepts, themes, and issues covered in this course.</li> <li>*Written assignments such as papers, reports, reviews, journals, or other exercises that demonstrate a critical capacity to evaluate information relating to this course</li> <li>*Individual or group projects where students identify resources that provide information and utilize these resources to evaluate policies reflecting conflicting beliefs, goals, and strategies.</li> <li>*Oral presentations, debates, roleplaying, or other exercises intended to provide a more comprehensive understanding of issues and how they may be addressed.</li> <li>*Research projects using standard research techniques, acceptable formats, and specified rating criteria</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<ol style="list-style-type: none"> <li><b>1. Explaining Globalization</b> <ul style="list-style-type: none"> <li>*Definitions and global trends</li> <li>*The modern world systems of capitalism and socialism</li> <li>*Socio-economic and politics of the global system</li> <li>*Nation-States in the era of globalization</li> </ul> </li> <li><b>2. Globalization and the World Economy</b> <ul style="list-style-type: none"> <li>*International trade and strategic foreign policies</li> <li>*Trade agreements and trading blocks</li> <li>*WTO, NAFTA, IMF, WB, APEC</li> <li>*China, India, EU, Russia, U.S., Brazil, Turkey</li> <li>*Globalization and financial systems</li> <li>*Economic performance and income distribution</li> <li>*Corporations, social accountability, speculative investment, booms and busts</li> <li>*Technological changes: costs and benefits</li> </ul> </li> <li><b>3. Globalization, Nation-State, and Global Governance</b> <ul style="list-style-type: none"> <li>*The changing role of nation-state</li> <li>*The new world order</li> <li>*Political elites and concentration of power</li> <li>*Foreign policies, economic and political rivalries, and strategic interests</li> <li>*Military alliances and rogue states</li> <li>*United Nations</li> <li>*Democracies, dictatorships and NGOs</li> <li>*Nation building</li> <li>*Social Change and movements</li> <li>*Civil society</li> </ul> </li> </ol>

	<p><b>4. Globalization, Information, and Culture</b></p> <ul style="list-style-type: none"> <li>*Going global: sushi, Big Mac, and popular culture</li> <li>*Internet, global media, and information flows</li> <li>*Clash of civilizations, cultural and ethnic identities</li> </ul> <p><b>5. Global Threats and Challenges</b></p> <ul style="list-style-type: none"> <li>*Environment, sustainability, and energy supplies</li> <li>*Food and population</li> <li>*Terrorism and wars</li> <li>*Nuclear proliferation</li> <li>*Diseases and cyber crimes</li> <li>*Poverty and income distribution</li> </ul> <p>Competencies and Skills</p> <ol style="list-style-type: none"> <li>1. Identify the changing forces of globalization</li> <li>2. Explain the changing role of nation-state</li> <li>3. Express knowledge about factors that lead to regional and global conflicts</li> <li>4. Identify and understand major global environmental threats</li> <li>5. Analyze the socio-economic and political structures of the global system</li> <li>6. Demonstrate knowledge of the interdependencies of foreign policies, economic rivalries, and strategic interests</li> <li>7. Analyze the roles of global corporations, international organizations, and NGOs</li> </ol>
Reason for the new course	To have an interdisciplinary core course for Peace and Conflict Studies Program and connect the overlapping areas in the three disciplines of economics, sociology, and political science. Strengthen these programs, increase faculty interactions and collaborations.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	All
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement (once approved for Gen

	Ed) <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PSU offers Econ and Soc courses on Globalization
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Elective for AAOT, AAS, AS, AGS, ASOT-B	# credits: 4
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It is an elective for all the above degrees	
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.	PS 221 EC 221, SOC 221 are equivalent and will be cross-listed	

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.	All 3 SACs have approved this new course. All have been discussed at various SAC meetings and faculty are excited about this new offering.
--	--

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 negative impact. Other programs or departments might want to include this course in their elective or required lists
Implementation term: FALL 2013	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request



and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

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

SAC Chair (type name)	Email
Heather Guevara	<a href="mailto:heather.guevara@pcc.edu">heather.guevara@pcc.edu</a>
SAC Administrative Liaison	Email
Nancy Wessel	nancy.wessel@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4<sup>th</sup> floor.

## Portland Community College

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

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

Section #1 General Information			
Department:	Political Science	Submitter name Phone Email	Youssef Khodaparast <a href="mailto:ykhodapa@pcc.edu">ykhodapa@pcc.edu</a> /971-722-4069 Michael Sonnleitner <a href="mailto:msonnlei@pcc.edu">msonnlei@pcc.edu</a> /971-722-5152  Rosa M. Bettencourt 971-722-4081 rbettenc@pcc.edu
Course Prefix and Number:	PS221	# Credits:	4
Course Title: (60 characters max)	Globalization and International Relations	Transcript Title (30 characters max)	Globalization & Int. Relations
Can this course be repeated? No.	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:40 Lec/lab:0 Lab: 0
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 <input type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title EC 221 and SOC 221 are equivalent (all 3 courses are cross-listed)	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X <input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	X <input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	X <input type="checkbox"/>	<input type="checkbox"/>	
<b>Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers,</b>			

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.

<p>Course Description: (field will expand as needed)</p>	<p>Provides an introductory survey of issues relating to globalization and international relations. Explores economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115, MTH 20. PS 221, EC 221 and SOC 221 are equivalent and maybe taken only one time for credit.</p>
<p>Addendum to Course Description:</p>	<p>Fulfills core course requirement at PCC for Peace and Conflict Studies Program (PACS) Focus Awards. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.</p>

### General Education/Discipline Studies Standard Prerequisite Approval

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

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

Placement into:

Placement into:

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

course prefix & number:

Prerequisite

Corequisite

pre/co

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](#).

<p>Learning Outcomes: (Use observable and measurable verbs)</p>	<ol style="list-style-type: none"> <li>1. Identify characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation-states, multinational corporations, and a wide variety of non-governmental organizations and social institutions.</li> <li>2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security.</li> <li>3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own.</li> <li>4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of</li> </ol>
---	---

	<p>responsible global citizenship.</p> <p>5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.</p>
<p>Course activities and design: (from CCOG)</p>	<p>This course will be consistently cross-listed for credit in the three disciplines of political science, economics, and sociology – to be taught by interested instructors meeting the minimum requirements for teaching in any of these disciplines at PCC .</p> <p>Course activities and design may make use of combinations of methods and tools including lectures, classroom discussions, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the instructor.</p>
<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. They may include:</p> <ul style="list-style-type: none"> <li>*Exams consisting of essays, multiple choice, or other methods that integrate and require application of concepts, themes, and issues covered in this course.</li> <li>*Written assignments such as papers, reports, reviews, journals, or other exercises that demonstrate a critical capacity to evaluate information relating to this course</li> <li>*Individual or group projects where students identify resources that provide information and utilize these resources to evaluate policies reflecting conflicting beliefs, goals, and strategies.</li> <li>*Oral presentations, debates, roleplaying, or other exercises intended to provide a more comprehensive understanding of issues and how they may be addressed.</li> <li>*Research projects using standard research techniques, acceptable formats, and specified rating criteria</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<ol style="list-style-type: none"> <li><b>1. Explaining Globalization</b> <ul style="list-style-type: none"> <li>*Definitions and global trends.</li> <li>*The modern world systems of capitalism and socialism.</li> <li>*Socio-economic and politics of the global system.</li> <li>*Nation-States in the era of globalization.</li> </ul> </li> <li><b>2. Globalization and the World Economy</b> <ul style="list-style-type: none"> <li>*International trade and strategic foreign policies.</li> <li>*Trade agreements and trading blocks.</li> <li>*WTO, NAFTA, IMF, WB, APEC.</li> <li>*China, India, EU, Russia, U.S., Brazil, Turkey.</li> <li>*Globalization and financial systems.</li> <li>*Economic performance and income distribution.</li> <li>*Corporations, social accountability, speculative investment, booms and busts.</li> <li>*Technological changes: costs and benefits.</li> </ul> </li> <li><b>3. Globalization, Nation-State, and Global Governance</b> <ul style="list-style-type: none"> <li>*The changing role of nation-state.</li> <li>*The new world order.</li> <li>*Political elites and concentration of power.</li> <li>*Foreign policies, economic and political rivalries, and strategic interests.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>*Military alliances and rogue states.</li> <li>*United Nations.</li> <li>*Democracies, dictatorships and NGOs.</li> <li>*Nation building.</li> <li>*Social change and movements</li> <li>*Civil society.</li> </ul> <p><b>4. Globalization, Information, and Culture</b></p> <ul style="list-style-type: none"> <li>*Going global: sushi, Big Mac, and popular culture.</li> <li>*Internet, global media, and information flows.</li> <li>*Clash of civilizations, cultural and ethnic identities.</li> </ul> <p><b>5. Global Threats and Challenges</b></p> <ul style="list-style-type: none"> <li>*Environment, sustainability, and energy supplies.</li> <li>*Food and population.</li> <li>*Terrorism and wars.</li> <li>*Nuclear proliferation.</li> <li>*Diseases and cyber crimes.</li> <li>*Poverty and income distribution.</li> </ul> <p>Competencies and Skills</p> <ol style="list-style-type: none"> <li>1. Identify the changing forces of globalization</li> <li>2. Explain the changing role of nation-state</li> <li>3. Express knowledge about factors that lead to regional and global conflicts</li> <li>4. Identify and understand major global environmental threats</li> <li>5. Analyze the socio-economic and political structures of the global system.</li> <li>6. Demonstrate knowledge of the interdependencies of foreign policies, economic rivalries, and strategic interests.</li> <li>7. Analyze the roles of global corporations, international organizations, and NGOs.</li> </ol>
	<p>To have an interdisciplinary core course for Peace and Conflict Studies Program and connect the overlapping areas in the three disciplines of economics, sociology, and political science. Strengthen these programs, increase faculty interactions and collaborations.</p>

## 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	All
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement (once approved for GenED) <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	EC and SOC and Inter'l studies offer courses in Globalization at PSU
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Elective for AAOT, AAS, AS, AGS, ASOT-B	# credits: 4
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It is an elective for the above degrees	
<b>Impact on other Programs and Departments</b>		
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.	PS 221 EC 221, SOC 221 are equivalent and will be cross-listed	
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.	All 3 SACs have approved this new course. All have been discussed at various SAC meetings and faculty are excited about this new offering.	

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 negative impact. Other programs or departments might want to include this course in their elective or required lists
Implementation term: FALL 2013	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Rosa M. Bettencourt	<a href="mailto:rbettenc@pcc.edu">rbettenc@pcc.edu</a>
SAC Administrative Liaison	Email
Tonya Booker	Tonya.booker@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.	