

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
December 5, 2012
Sylvania CC, Conference Rm B

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

Experimental Courses:

EET 199 – Fuel Cell Systems

Course Inactivation:

None

Available Grading Option:

None

Old Business:

58. DS 103 – Fuel Injection Systems
Course Revision – Out

59. DS 106 – PMI/Detroit Diesel Elect Contr
Course Revision – Out

60. DS 106 – PMI/Detroit Diesel Electronic Contr
Contact/Credit Hour Change

63. CIS 122 – Software Design
Course Revision – Des, Out

64. CIS 122 – Software Design
Related Instruction

69. CIS 280D – CE: Application Development
Course Revision – Des

72. OMT 102 – Pharmacology/Eye Disease I
Course Revision – Title

73. OMT 103 – Pharmacology/Eye Disease II
Course Revision – Title, Des

74. OMT 106 – Intro to Clinical Skills
Course Revision – Des

New Business:

93. BA 235 – Social Media Marketing
New Course

94. EET 188 – Industrial Safety
Course Revision – Des, Req

95. EET 241 – Programming for Electronics
Course Revision – Req

96. EET 260 – Biomedical Equipment I
Course Revision – Req

97. CAS 246 – Integrated Computer Projects
Course Revision – Des, Req

98. AMT 102 – Aircraft Electricity I
Course Revision – Req

99. AMT 203 – Aircraft Electricity II
Course Revision – Req

100. AMT 204 – Aircraft Electricity II
Course Revision – Req

101. AMT 105 – Aviation CFRs and Related Subjects
Course Revision – Req

102. AMT 106 – Aircraft Applied Science
Course Revision – Req

103. AMT 107 – Materials & Processes – Req
Course Revision - Req

104. AMT 208 – Aircraft Systems
Course Revision – Req

105. AMT 109 – Assembly & Rigging
Course Revision – Req

106. AMT 211 – Composite Structures
Course Revision – Req

107. AMT 212 – Sheet Metal
Course Revision – Req

108. AMT 213 – Hydraulics, Pneumatics & Landing Gear
Course Revision – Des, Req

109. AMT 115 – Aircraft Structures & Inspection
Course Revision – Req

110. AMT 117 – Reciprocating Engine Theory & Maintenance
Course Revision – Req

111. AMT 218 – Powerplant Inspection
Course Revision – Req

112. AMT 219 – Turbine Engine Overhaul
Course Revision – Req

113. AMT 120 – Propellers & Engine Installation
Course Revision – Req

114. AMT 121 – Turbine Engine Theory & Maintenance
Course Revision – Req

115. AMT 222 – Reciprocating Engine Overhaul
Course Revision – Req

116. AMT 123 – Ignition Systems
Course Revision – Req

117. AMT 124 – Fuel Metering Systems
Course Revision – Req

118. MUS 158 – Chamber Ensemble
Course Revision – Num, Des, Out

119. MUS 158B – Chamber Ensemble
New Course

120. MUS 158C – Chamber Ensemble
New Course

121. MUS 158D – Chamber Ensemble
New Course

122. MUS 158E – Chamber Ensemble
New Course

123. MUS 158F – Chamber Ensemble
New Course

124. MUS 240 – Music Composition
Course Revision – Number, Des, Out
125. MUS 240B – Music Composition
New Course
126. MUS 240C – Music Composition
New Course
127. MUS 195 – Symphonic Band
Course Revision – Num, Des, Out, Req
128. MUS 195B – Symphonic Band
New Course
129. MUS 195C – Symphonic Band
New Course
130. MUS 195D – Symphonic Band
New Course
131. MUS 195E – Symphonic Band
New Course
132. MUS 195F – Symphonic Band
New Course
133. FP 200 – Fire Apparatus Driver/Operator I
Course Revision – Req
134. FP 289 – Emergency Service Lifetime Fit and Cond
Course Revision – Des, Req
135. PL 204 – Applied Legal Research and Drafting
Course Revision – Des, Req
136. PL 224 – Torts and Personal Injury
Course Revision – Out, Req
137. MP 150 – Intro to Elec Health Records
Course Revision – Des, Out, Req
138. BI 145 – Intro to Fish & Wildlife Conservation Mgmt
Course Revision – Des, Out
139. CIS 179 – Data Comm Concepts I
Course Revision – Des, Req

140. CIS 188 – Intro to Wireless Networking
Course Revision

141. CIS 189 – Wireless Security
Course Revision – Des, Req

142. CIS 240L – Linux Installation and Config
Course Revision – Des, Out, Req

143. CIS 278 – Data Comm Concepts II
Course Revision – Des, Req

144. CIS 279L – Linux Network Administration
Course Revision – Des, Out, Req

145. CIS 284 – Network Security
Course Revision – Des, Req

146. CIS 286 – Computer Forensics
Course Revision – Des, Req

147. ID 121 – Sustainable Materials for Residential Interiors
Course Revision – Des, Req

148. ID 133 – Space Planning
Course Revision – Req

149. ID 135 – Professional Practices for Interior Design
Course Revision – Des, Out, Req

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

151. FMT 170 – Solar Photovoltaic Panel Installation
New Course

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

153. PE 281 – Pro Act: Weight Training
Course Revision – Title, Des, Out

154. PE 282A – Prof Act: Group Fitness
Course Revision – Title, Des, Out, Req

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

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

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

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

159. PE 281 – Pro Act: Weight Training
Contact/Credit

160. PE 282A – Prof Act: Group Fitness
Contact/Credit

161. PE 282B – Professional Activities: Special Populations
Contact/Credit

162. PE 283 – Professional Activities: Mind-Body Disciplines
Contact/Credit

163. PE 287 – Professional Activities: Aquatics
Contact/Credit

164. PE 288 – Professional Activities: Team Sports Training
Contact/Credit

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

166. PE 295 – Health and Fitness for Life Lab
New Course

166a. HE 295 – Health and Fitness for Life Lab
New Course

167. MSD 198A – Male/Female Communication Differences
Course Revision – Number, Des, Out

168. MSD 198B – Exploring the 7 Habits of Highly Effective People
Course Revision – Number, Des, Out

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

170. G 161 – Geology: Malheur Region
Course Revision – Title, Des

171. G 200 – Geology Field Studies
Course Revision – Number, Title, Des, Out, Req

172. G 200B – Geology Field Studies
New Course

173. G 200C – Geology Field Studies
New Course

174. G 200D – Geology Field Studies
New Course

175. G 201 – Physical Geology
Course Revision – Out

176. G 202 – Physical Geology
Course Revision – Out

177. G 203 – Historical Geology
Course Revision – Out

178. G 207 – Geology of the Pacific Northwest
Course Revision – Out

179. G 208 – Volcanoes and Their Activity
Course Revision – Out

180. G 209 – Earthquakes
Course Revision – Out

181. G 291 – Elements of Rocks and Minerals
Course Revision – Out

182. G 298A – Geology Independent Study
New Course

183. G 298B – Geology Independent Study
New Course

184. G 298C – Geology Independent Study
New Course

185. GS 106 – General Science (Geology)
Course Revision – Outcomes

186. GS 107 – General Science (Astronomy)
Course Revision – Outcomes

187. GS 108 – General Science (Oceanography)
Course Revision – Outcomes

188. GS 109 – General Science (Meterology)
Course Revision – Outcomes

189. ART 131 – Introduction to Drawing
Course Revision – Numb, Title, Des

190. ART 131B – Drawing I B
New Course

191. ART 131C – Drawing I C
New Course

192. ART 140 – Digital Photography I
Course Revision – Numb, Title, Des, Out

193. ART 140B – Digital Photography I B
New Course

194. ART 140C – Digital Photography I
New Course

195. ART 142 – Intro to B&W Photo (Darkroom)
Course Revision – Number, Title, Des, Out, Req

196. ART 142B – Intro to B&W Photo (Darkroom) B
New Course

197. ART 142C – Intro to B&W Photo (Darkroom)
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

201. ART 181 – Painting I
Course Revision – Number, Title, Des

202. ART 181B – Painting I B
New Course

203. ART 181C – Painting I C
New Course

204. ART 218 – Lettering Calligraphy 1
Course Revision – Number, Title, Des, Out

205. ART 218B – Lettering Calligraphy I
New Course

206. ART 218C – Lettering Calligraphy I
New Course

207. ART 220 – Adv Lettering and Seminar
Course Revision – Number, Title, Des, Out

208. ART 220B – Advanced Calligraphy
New Course

209. ART 220C – Advanced Calligraphy
New Course

210. ART 231 – Drawing
Course Revision – Number, Title, Des

211. ART 231B – Drawing II B
New Course

212. ART 231C – Drawing II C
New Course

213. ART 237 – Life Drawing
New Course

214. ART 237B – Life Drawing B
New Course

215. ART 237C – Life Drawing C
New Course

216. ART 240 – Digital Photography II
Course Revision – Number, Title, Des, Out

217. ART 240B – Digital Photography II
New Course

218. ART 240C – Digital Photography II
New Course

219. ART 248 – Glass Casting
Course Revision – Number, Title, Des, Out
220. ART 248B – Glass Casting B
New Course
221. ART 248C – Glass Casting C
New Course
222. ART 253 – Ceramics I
Course Revision – Number, Title, Des, Out
223. ART 253B – Ceramics I B
New Course
224. ART 253C – Ceramics I C
New Course
225. ART 256 – Ceramics II
Course Revision – Number, Title, Des, Out, Req
226. ART 256B – Ceramics IIB
New Course
227. ART 256C – Ceramics IIC
New Course
228. ART 270 – Printmaking
Course Revision – Number, des, req, out
229. ART 270B – Printmaking
New Course
230. ART 270C – Printmaking
New Course
231. ART 271 – Printmaking II
Course Revision – Number, Des, Req, Out
232. ART 271B – Printmaking II
New Course
233. ART 271C – Printmaking II
New Course
234. ART 277 – Life Painting
Course Revision – Number, Title, Des, Out, Req

235. ART 277B – Life Painting B
New Course

236. ART 277C – Life Painting C
New Course

237. ART 279 – Experimental Media
Course Revision – Number, Title, Des, Req, Out

238. ART 279B – Experimental Media
New Course

239. ART 279C – Experimental Media
New Course

240. ART 281 – Painting II
Course Revision – Number, title, Des, Req

241. ART 281B – Painting II B
New Course

242. ART 281C – Painting II C
New Course

243. ART 284 – Watercolor I
Course Revision – Number, Title, Des, Out

244. ART 284B – Water Media I B
New Course

245. ART 284C – Water Media I C
New Course

246. ART 287 – Watercolor II
Course Revision – Number, Title, Des, Out

247. ART 287B – Water Media II B
New Course

248. ART 287C – Water Media II C
New Course

249. ART 290 – Sculpture: Plaster/Clay
Course Revision – Number, Title, Des, Out

250. ART 290B – Sculpture: Plaster/Clay B
New Course

251. ART 290C – Sculpture: Plaster/Clay C
New Course

252. ART 291 – Sculpture: Carving
Course Revision – Number, Title, Des, Out,

253. ART 291B – Sculpture: Carving B
New Course

254. ART 291C – Sculpture: Carving C
New Course

255. ART 292 – Sculpture: Mixed Media
Course Revision – Number, Title, Des, Out

256. ART 292B – Sculpture: Mixed Media B
New Course

257. ART 292C – Sculpture: Mixed Media C
New Course

258. ART 293 – Figure Sculpture
Course Revision – Number, Title, Des, Out

259. ART 293B – Figure Sculpture B
New Course

260. ART 293C – Figure Sculpture C
New Course

261. ART 294 – Sculpture: Metals
Course Revision – Number, Title, Des, Out

262. ART 294B – Sculpture: Metals B
New Course

263. ART 294C – Sculpture: Metals C
New Course

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington / Tyler Phillis 7488 / 7204 rdunnig@pcc.edu / tyler.phillis@pcc.edu
Current prefix and number	DS103	Proposed prefix and number	DS103
Current course title	Fuel Injection Systems	Proposed title (60 characters max)	Fuel Injection Systems
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No 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)
Reason for change	No changes

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	
• Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance. • Develop skill to be able to competently troubleshoot, evaluate and repair diesel fuel injection systems.		• Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance. • Develop skill to be able to competently troubleshoot, evaluate and repair diesel fuel injection systems. • Disassemble test and reassemble fuel injection components. • Test diesel engines for fuel system malfunctions. • Learn relationship among diesel fuel, fuel injection systems and engine performance. • Research and locate repair literature.	
Reason for change	Addition of last four outcomes. Changes are in red.		

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			
none			
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			
	☐ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

☐ yes
☒ 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
☐ Fall 2012

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

Section # 2 Department Review

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

SAC Chair	Email	Date
Russ Dunnington / Tyler Phillis	rdunning@pcc.edu / tyler.phillis@pcc.edu	10/19/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington / Tyler Phillis 7488 / 7204 rdunnig@pcc.edu / tyler.phillis@pcc.edu
Current prefix and number	DS 106	Proposed prefix and number	DS 106
Current course title	PMI/Detroit Diesel Elect Contr	Proposed title (60 characters max)	PMI/Detroit Diesel Elect Contr
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	No 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)
Preventive Maintenance Inspection (PMI) of vehicles, Department of Transportation (D.O.T.) out of service criteria, PM scheduling, lubricants and winterizing. Detroit Diesel Electronic Control (DDEC) learn to understand and troubleshoot system. Audit available.	Preventive Maintenance Inspection (PMI) of vehicles; Department of Transportation (D.O.T.) out of service criteria; PM scheduling, service and winterizing; Detroit Diesel Electronic Control (DDEC) systems.

Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.	Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	Changes made to first paragraph of description to reflect actual course content and clean up language (changes are in red).

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
• Apply knowledge of diesel engine diagnostic tune up. • Analyze and diagnose diesel engines support systems. • Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. • Apply personal safety by using protective gear and safe procedures in all work areas.	• Apply knowledge of diesel engine diagnostic tune up. • Analyze and diagnose diesel engines support systems. • Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. • Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	No changes to outcomes.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
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			

	☐ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ 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 ☐ Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair		Date
Russ Dunnington / Tyler Phillis	rdunning@pcc.edu / tyler.phillis@pcc.edu	10/19/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
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Contact and/or Credit Hour Change

Section #1 General Information

Department	Diesel Service Technology	Submitter name, phone, and email	Tyler Phillis, 971-722-7204, tyler.phillis@pcc.edu
Course prefix and number	DS106	Course title	PMI/Detroit Diesel Electronic Contr

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	0	Lecture	0
Lecture/Lab	3	Lecture/Lab	4
Lab	0	Lab	0
Total contact hours/term	60	Total contact hours/term	80
Total credits	3	Total credits	4
Reason for change:	To compensate for additional curriculum to update course. Technological advances have mandated additional skills be taught regarding system integration through on-board networks.		

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

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

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

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

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

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

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS122	Proposed prefix and number	
Current course title	Software Design	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)
Illustrates the importance of software design as part of the software development life cycle. Prepares student to take programming courses, by giving examples of well-designed software projects. Student is expected to design small programming	Covers software design as part of the software development life cycle. Includes basic logic constructs, testing programs, use case descriptions, modularity and an introduction to object design. Provides examples of well-designed software projects. Additional lab hours may be required.

projects, and code the projects to prove the design. Basic logic constructs, modularity and an introduction to object design are included. Additional lab hours may be required. Recommended: CIS 120 or CAS 133 or BA 131. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. Audit available.	Recommended: CIS120 or CAS 133 or BA 131. Prerequisites: WR 115, RD 115, MTH 20 or equivalent placement test scores. Audit available.
Reason for change	To make the description reflect changes to the course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Translate simple business problems into programming algorithms. 2. Code standard business programming algorithms proficiently that meet user requirements. 3. Communicate algorithmic solutions to other programmers. 4. Test simple, logical, business solutions before coding 5. Draw object design diagrams.	1. Translate simple business problems into programming algorithms applying Use Case descriptions and a design methodology. 2. Translate standard business programming algorithms proficiently into a physical programming language that meets user requirements. 3. Communicate algorithmic solutions to other programmers using a standard design methodology. 4. Test a solution to a business problem both before and after coding a physical solution.
Reason for change	To make the outcomes reflect changes to the course.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☒ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Related Instruction for CTE Courses

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

General Information			
Department:	CIS	Submitter:	Terry Foty
Prefix and Course Number:	CIS122	Submitter Phone and Email:	971 722 4070 tfoty@pcc.edu
Credit	4	Course Title:	Software Design

Details of Related Instruction guidelines for identifying related instruction
Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	16
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Outcomes: 1. Translate simple business problems into programming algorithms. 2. Code standard business programming algorithms proficiently that meet user requirements.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
Computation Activities: Direct instruction (+ study time) in discipline-related computations involving Boolean algebra and arithmetic expression construction and evaluation as applied in a specific programming language's type system.		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.		
After submitting this form, a confirmation and signature page will be sent to DC – 4 th floor.		

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in computation, communication, and/or human relations will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☒ Computation	CIS Instructor Education: Bachelor's degree in Science, Technology, Engineering or Mathematics (STEM) or STEM related bachelor's degree. Experience: 4 years non-teaching industry experience in the subject area.
☐ Communication	
☐ Human Relations	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name Phone Email	
Current prefix and number	CIS280D	Proposed prefix and number	
Current course title	CE: Application Development	Proposed title (60 characters max)	
# Credits	1 to 4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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 career objectives by linking their course work with off-campus learning experiences in computer information systems of the public/private sector organizations. Department permission required.	Develop career objectives by linking their course work with off-campus learning experiences in computer information systems of the public/private sector organizations. Successful completion of 16 CIS course credit hours in CIS declared major with a C or better, and instructor permission.

Reason for change	To change the permission required for the course so students are better prepared to succeed.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Reason for change	

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	☐ yes

the inventory of related instruction templates .	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	10/12/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	10/12/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 102	Proposed prefix and number	N/A
Current course title	Pharmacology/Eye disease I	Proposed title (60 characters max)	Ocular disease
# Credits	2	Proposed transcript title (30 characters max)	2
Reason for title change	More accurate title for course content		

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 major ocular disease and related structures integrated with symptomology and treatment. Introduction of ophthalmic drugs. Audit available.	N/A

Reason for change	N/A

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Use an understanding of ocular disease to assist with patient education. 2. Work within professional parameters to assist with diagnosis of ocular disease. 3. Use a foundational understanding of ocular pharmacology as it relates to disease for success in future coursework.	N/A
Reason for change	N/A

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanne Harris	jmharris@pcc.edu	10/9/12
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	10/9/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 103	Proposed prefix and number	N/A
Current course title	Pharmacology/Eye Disease II	Proposed title (60 characters max)	Ocular Pharmacology
# Credits	2	Proposed transcript title (30 characters max)	Ocular Pharmacology
Reason for title change	More accurate reflection of course content.		

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)
Continuation of OMT 102. Details major classifications of ophthalmic drugs, mechanisms of action, side effects, first aid techniques for acute ophthalmic drug reactions. Explores the relationship of ocular pathology and medications used to	Details major classifications of ophthalmic drugs, mechanisms of action, side effects, first aid techniques for acute ophthalmic drug reactions. Explores the relationship of ocular pathology and medications used to treat.

treat. Prerequisite: OMT 102. Audit available.	
Reason for change	Clearer description of course.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Use knowledge of ocular pharmacology to effectively educate patients and gain patient compliance in the clinic setting. 2. Recognize adverse reactions to ocular drugs and apply appropriate response. 3. Safely administer ophthalmic pharmaceuticals under physician supervision.	N/A
Reason for change	N/A

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: OMT 102	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanne Harris	jmharris@pcc.edu	10/9/12
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	10/9/12
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 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 106	Proposed prefix and number	N/A
Current course title	Intro to Clinical Skills	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title (30 characters max)	N/A
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers basic test principles and techniques including tangent screen and automated visual fields, tonometry, tear function, color plates, slit lamp function, keratometry, anterior chamber depth and retinoscopy/refractometry theory.	Covers basic test principles and techniques including FDT, tangent screen and Goldmann visual fields, non-contact, TonoPen and applanation tonometry, slit lamp examination, anterior chamber depth assessment, lensometry, keratometry, refractometry and retinoscopy.

Reason for change	More accurately describes content covered in the course.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Effectively perform automated visual field testing in the clinical setting. 2. Skillfully assess and evaluate the visually compromised patient in the clinical setting. 3. Apply the vision screening process to patient intake under the supervision of a qualified ophthalmic technician.	N/A
Reason for change	N/A

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	☐ yes

the inventory of related instruction templates .	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanne M. Harris	jmharris@pcc.edu	10/8/12
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	10/8/12
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 th 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

Section #1 General Information			
Department:	Business Administration	Submitter name phone and email	Phil Seder X8274 phillip.seder@pcc.edu
Prefix and Course Number:	BA 235	Credits:	4
Course Title: (60 characters max)	Social Media Marketing	Transcript Title (30 characters max)	Social Media Marketing
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER Lecture: 4 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☐	☐	
Audit in consultation with faculty	☒	☐	
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Covers the use of social networks and emerging media in marketing and the role of social media in developing corporate, institutional or brand identity.			
Prior completion of Principles of Marketing (BA 223) is recommended. Completion of Computers in Business (BA 131), Basic Computer Skills (CAS 133) or computer literacy recommended.			
Addendum to course description:			

Due to the nature of the course, all students will be required to access and use social media for course completion both for research purposes and for exploration of communication options within social media networks. This may include establishment of social network accounts outside of the PCC network infrastructure, as well as creating minimal user profiles within those accounts. Protection of privacy and the legal ramifications of social network use is a significant topic of this course and will be stressed throughout the class duration.

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

1. Write a social media marketing plan for a new or existing product
2. Identify primary social media channels used by corporations and analyze the function of each channel in order to participate in channel decisions and discussions within marketing teams
3. Use terminology related to use of social media in a marketing context
4. Develop both proactive and reactive strategies to manage corporate messaging in a social media environment
5. Identify and respond to significant legal and ethical issues related to social media including laws and voluntary agreements covering protection of individual information protection
6. Use understanding of privacy and data integrity issues associated with social media to identify both personal and institutional data privacy threats and maintain both personal and institutional data integrity

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

Development of marketing plans
Analysis of plans and proposals
Presentation of plans and proposals
Group interaction for project completion
Creation and maintenance of on-line accounts
Development and facilitation of closed on-line groups
Dissemination of information through blogs and other social media
Group analysis of media goals, implementation and success

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

Attendance and participation in class activities
Participation in individual or group project assignments
Completion of assigned homework
Completion of assessment examinations

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Marketing and the marketing management process Marketing philosophies and goals Strategic planning and the marketing process Target markets and information gathering Primary social media networks Data gathering and sharing on social media networks Unidirectional and bidirectional communication on social media networks Security, data and privacy risks Search engine optimization and its role in social media marketing Advertisement placement techniques Rapid dissemination of information Brand control and management Integration of digital and non-digital communications programs Showrooming and impacts on traditional distribution Social responsibility and ethics Global marketing considerations

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.	Social media has emerged as one of the most powerful forces in marketing and social media marketing management is now a common position in many organizations. Current marketing classes at PCC can touch on the role and some of the techniques employed in social media, but are unable to teach students in depth on this rapidly changing topic.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes: added to electives list ☐ No
Name of certificate(s):	Added to business program electives list – All degrees and certificates	# credit: Varies
Name of degree(s):	Added to business program electives list – All degrees and certificates	# credit: Varies
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)	
Transferability: Will this course transfer to another academic institution? Identify		
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, although once up and running, it is possible that some other departments / degrees (e.g. CAS – Website Development) may wish to add the course to the electives list.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A	
Is there any potential impact on another department of campus?		
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	Students will be required to explore and use social media as part of the course resulting in a need to establish accounts outside the PCC environment. Guidance from the Registrar is that FERPA-related issues should be managed by explicitly stated expectations both in the course description and course syllabus.	
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled.		

Section # 4 Department Review

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

SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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curriculum@pcc.edu

Section #1 General Information

Department	EET	Submitter name	Sanda Williams
		Phone	971-722-4527
		Email	sanda.williams@pcc.edu
Current prefix and number	EET 188	Proposed prefix and number	EET 188
Current course title	Industrial Safety	Proposed title (60 characters max)	Industrial Safety
Reason for title change	No Change	Proposed transcript title (30 characters max)	Industrial Safety

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
Safety practices in the electronics industry. Covers: electrical safety, HAZMAT, flammable and combustible liquids, safe handling of electronic components in the manufacturing environment including ESD control, product testing/certification, blood borne pathogens, fire safety, laser and radiation safety.	Covers safety practices in the electronics industry. Includes electrical safety, HAZMAT, flammable and combustible liquids, safe handling of electronic components in the manufacturing environment including ESD control, product testing/certification, blood borne pathogens, fire safety, laser and radiation safety.
Reason for change	Rewritten to improve verbage.

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	
Apply standard safety procedures in an industrial environment.			
Reason for change	No Change		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
EET 111	☒ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
	☐ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term spring 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Mike Farrell	Mike.farrell@pcc.edu	11/5/12
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/6/12

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Electronic Engineering Technology	Submitter name Phone Email	Mike Farrell 971-722-4674 mike.farrell@pcc.edu
Current prefix and number	EET 241	Proposed prefix and number	EET 241
Current course title	Programming for Electronics	Proposed title (60 characters max)	Programming for Electronics
# Credits	4	Proposed title (30 characters max)	Programming for Electronics
Reason for title change	No change.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces programming for electronics applications with emphasis on instrumentation control, robotics and automation. Includes writing programs, as well as troubleshooting and modifying existing code in assembly, C and/or specialized high-level computer languages, such as LabVIEW	

Reason for change	No change.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Select the appropriate programming language for the specific hardware application. 2. Write, test and debug programs to control electrical equipment. 3. Troubleshoot and modify existing electrical control programs.	
Reason for change	No change.

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EET 123 and	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CS 133U or CS 161. Recommended: EET178	X 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			
☐ Placement into: .			
prefix & number: EET 123 and	X Prerequisite	☐ Corequisite	☐ pre/con

prefix & number: CS 133U or CS 161. Recommended: EET 178.	X Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Mike Farrell	Mike.farrell@pcc.edu	11/5/12
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/6/12

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

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Section #1 General Information

Department	EET	Submitter name	Sanda Williams
		Phone	971-722-4527
		Email	sanda.williams@pcc.edu
Current prefix and number	EET 260	Proposed prefix and number	EET 260
Current course title	Biomedical Equipment I	Proposed title (60 characters max)	Biomedical Equipment I
Reason for title change	No Change	Proposed transcript title (30 characters max)	Biomedical Equipment I

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
Introduction to the fundamentals of medical instrumentation, bioelectric signals and electrodes, recording systems, biomedical recorders, patient monitoring systems, arrhythmia and ambulatory monitoring instruments, fetal monitoring instruments, biomedical telemetry and telemedicine, oximeters, blood flowmeter, cardiac output measurement, pulmonary function analyzers, laboratory equipment, audiometers, and patient safety.	

Reason for change	No Change

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

Current learning outcomes	New learning outcomes
- safely evaluate, calibrate, operate and maintain the biomedical equipment included in this course. - perform safety inspections - make repairs when necessary.	

Reason for change	No Change

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

Current prerequisites, corequisites and concurrent			
EET 221	☐ Prerequisite	☐ Corequisite	x ☐ pre/con
MP 111, BI 122 or BI 233, EET 113, EET 123 or instructor permission	x ☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
Department approval	☒ Prerequisite	☐ Corequisite	pre/con
EET 221	☐ Prerequisite	☐ Corequisite	☒ pre/con
EET 123	x Prerequisite	☐ Corequisite	☐ pre/con
MP 111	x Prerequisite	☐ Corequisite	☐ pre/con
BI 122 or BI 233	x Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes x ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Mike Farrell	Mike.farrell@pcc.edu	11/5/12
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/6/12

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Computer Applications/Office Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	CAS 246	Proposed prefix and number	
Current course title	Integrated Computer Projects	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)
Involves creation of individual and group projects using integrated software, e.g. Microsoft utilizing previous computer and business knowledge. Utilizes previous computer and business knowledge to create individual and group projects using integrated software, i.e. MS Office. Explores integrated software	Builds upon previous computer and business knowledge to create individual and group projects using software found in today's workplace. Uses integrated software (i.e. MS Office) and current technology to further develop professional software skills. Prerequisite: CAS 216 and CAS 170 or instructor permission. Recommended: CAS 109, CAS 140, CAS 171, and CAS 217. Audit available.

features to develop skills such as linking and embedding, email, Internet, and scanning. Recommended: CAS 170 and CAS 216. Audit available.	
Reason for change	Changed current recommended classes to prerequisites. Added additional recommended classes. Students really need these classes to succeed in CAS 246. Deleted specific skills since current technology needs change rapidly. Updated verbs.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Integrate various software applications to plan, create, and present projects following current professional and/or industry standards. 2. Use critical thinking skills to solve unfamiliar business-related problems through the integration of various computer software applications.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CAS 216 and CAS 170 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Diane Shingledecker	dshingle@pcc.edu	10/25/2012
SAC Administrative Liaison (type name)	Email	Date
Laura Horani	lorani@pcc.edu	10/25/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT102	Proposed prefix and number	
Current course title	Aircraft Electricity I	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require Math 60 prior to registration.		

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)
Aircraft Electricity I Includes basic electrical theory, interpretation of electrical schematics, principles of component operation, and alternating current theory. Prerequisites: Placement into RD 90 or higher; WR 90 or higher; AMT 101 with a	

minimum grade of "C" or higher. Prerequisite or concurrent registration: MTH 60 or with AMT Department Chair permission, the department Math test with 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Identify and apply the factors affecting voltage, resistance and current to aircraft electrical circuits. 2. Identify and use common electrical symbols during the basic analysis of basic electrical circuits. 3. Identify and apply by measurement or mathematical calculation the values of power, voltage, current and resistance in aircraft electrical circuits. 4. Identify and apply the use of magnetism and electromagnetism during the analysis of basic aircraft electrical circuits. 5. Identify and apply basic strategies for the use of electrical test or monitoring instruments during the testing, monitoring and troubleshooting of basic aircraft electrical circuits. 6. Identify and apply the factors that effect both the combined resistive forces and the power of an alternating current circuit	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following

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

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

Current prerequisites, corequisites and concurrent

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

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

☒ Placement into: RD90 or higher; WR90 or higher

prefix & number: AMT101 with minimum grade of "C" or higher

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.

☐ 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: RD90 or higher; WR90 or higher

prefix & number: AMT101

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.

☒ 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)

Fall 2013

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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](#)

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT203	Proposed prefix and number	
Current course title	Aircraft Electricity II	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require Math 60 prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Presents basic electronic theory; inspection and servicing of aircraft batteries; study of electrical system components; the installation and servicing of airframe/engine electrical wiring, controls, switches, indicators and protective devices; and	

electrical system inspection and troubleshooting. Prerequisites: Placement into RD 90 or higher; WR 90 or higher; AMT 101 with a minimum grade of "C" or higher. Prerequisite or concurrent registration: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Inspect and service aircraft batteries with an understanding of their function in an aircraft electrical circuit. 2. Identify and apply the operating principles of transformers and rectifiers when accomplishing aircraft maintenance. 3. Identify and apply aviation industry standards during the installation, inspection and repair of aircraft electrical wiring and circuit devices. 4. Identify and implement acceptable strategies for analyzing and troubleshooting aircraft electrical circuits including position and warning systems, power distribution circuits, and basic solid state devices using logic functions. 5. Identify and apply acceptable strategies for the safe operation of aircraft electrical components and systems.	
Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☒ Placement into: RD90 or higher; WR90 or higher

prefix & number: AMT101 with minimum grade of "C" or higher

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.

☐ 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: RD90 or higher; WR90 or higher

prefix & number: AMT101

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.

☒ 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)

Fall 2013

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

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT204	Proposed prefix and number	
Current course title	Aircraft Electricity III	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require Math 60 prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers airframe/engine electrical components; inspection, check, service and repair of alternating and direct current electrical systems; the application of electrical principles used in sensing, indicating and control of airframe and	

powerplant systems. Prerequisites: Placement into RD 90 or higher; WR 90 or higher; AMT 101 with a minimum grade of "C" or higher. Prerequisite or concurrent registration: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Inspect and repair aircraft electrical generators, alternators and motors. 2. Identify and apply acceptable strategies for the testing and troubleshooting of aircraft electrical generating systems and their components. 3. Identify and apply the principles of function of various airframe and powerplant sensing and indicating components and systems 4. Identify and apply acceptable strategies for the safe operation of aircraft electrical components and systems.	
Reason for change	

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

☒ Placement into: RD90 or higher; WR90 or higher			
prefix & number: AMT101 with minimum grade of "C" or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☐ 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: RD90 or higher; WR90 or higher			
prefix & number: AMT101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT105	Proposed prefix and number	
Current course title	Aviation CFRs and Related Subjects	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require Math 60 prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Presents federal aviation regulations as they pertain to the aircraft mechanic, plus some "action" learning on servicing and operation of the aircraft on the ground. Prerequisites: Placement into RD 90 or higher; WR 90 or higher; AMT 101 with a	

minimum grade of "C" or higher. Prerequisite or concurrent registration: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Identify and implement a strategy for avoiding aircraft ground-operating hazards. 2. Identify and implement aircraft type requirements for safe starting, ground operation and movement, servicing and securing. 3. Select and use or compose entries for aircraft maintenance forms, records, reports and documents. 4. Read, comprehend, and apply information contained in FAA and manufacturer	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: RD90 or higher; WR90 or higher			
prefix & number: AMT101 with minimum grade of "C" or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test	☐ Prerequisite	☐ Corequisite	☒ pre/con

with a 70% or higher.			
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: RD90 or higher; WR90 or higher			
prefix & number: AMT101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT106	Proposed prefix and number	
Current course title	Aircraft Applied Science	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require Math 60 prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers aircraft weight and balance procedures and associated record keeping. Also covers aircraft drawings, precision measuring tools and some basic principles of physics. Prerequisites: Placement into RD 90 or higher; placement into WR 90 or	

higher; AMT 101 with a minimum grade of "C" or higher. Prerequisite or concurrent registration: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of this <i>Course</i>, the student should be able to: • Use aircraft drawings and other graphic information in performing aircraft maintenance and alteration including preparing sketches of work completed. • Perform a complete aircraft weight and balance procedure including preparation of required documentation and records. • Apply math and physics principles in solving problems associated with aviation maintenance. • Demonstrate an ability to properly use precision measuring tools.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
☐	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☒	Placement into: RD90 or higher; WR90 or higher

prefix & number: AMT101 with minimum grade of "C" or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☐ 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: RD90 or higher; WR90 or higher			
prefix & number: AMT101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT107	Proposed prefix and number	
Current course title	Materials & Processes	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require Math 60 prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers several general aircraft maintenance subjects including power tools, shop equipment, aircraft hardware, fluid lines and fittings, non-destructive testing methods, heat treatment, aircraft cleaning, and corrosion control.	

Prerequisites: Placement into RD 90 or higher; placement into WR 90 or higher; AMT 101 with a minimum grade of "C" or higher. Prerequisite or concurrent registration: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of this <i>Course</i>, the student should be able to: - Identify and select aircraft hardware, and the equipment/materials used in performing aircraft cleaning and corrosion control, fluid line maintenance, and non-destructive inspection of ferrous and non-ferrous materials. - Use acceptable methods, techniques, and practices during the following maintenance operations: selection and installation of aircraft hardware, use of power tools and shop equipment, fabrication and installation of fluid lines and fittings, non-destructive testing, heat treatment, aircraft cleaning and corrosion control.	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: RD90 or higher; WR90 or higher			
prefix & number: AMT101 with minimum grade of "C" or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☐ 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: RD90 or higher; WR90 or higher			
prefix & number: AMT101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012

SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT208	Proposed prefix and number	
Current course title	Aircraft Systems	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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)
Study of various airframe systems including ice and rain, cabin atmosphere, position and warning, and fire protection. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or	

higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students will be able to: 1. Identify and apply the principles of function and safe operation to aircraft cabin atmospheric control systems, ice and rain protection systems, position and warning systems, fire protection and warning systems and fuel systems and their components when operating and maintaining aircraft. 2. Inspect and safely perform maintenance and troubleshooting on aircraft cabin atmospheric control, ice and rain control, position and warning, fire protection, and fuel systems using the manufacturer service manuals, acceptable industry practices and applicable regulations.	
Reason for change	

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

Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
☐	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐	Placement into:

prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT109	Proposed prefix and number	
Current course title	Assembly & Rigging	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers methods of assembly and rigging commonly used in preparing both fixed and rotary wing aircraft for a safe test flight. Includes analysis of test flight reports and recommended rigging corrections necessary to produce a safe and efficient	

aircraft. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of this <u>Course</u> , the student should be able to: • Demonstrate a knowledge of aerodynamics and its relationship to aircraft assembly and rigging. • Identify materials and fabricate flight control cables. • Assemble, rig, and inspect aircraft using proper procedures and techniques.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT211	Proposed prefix and number	
Current course title	Composite Structures	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers modern bonded structures such as honeycomb and laminated components. Includes discussion of inspection and limited repairs to wood structures. Examines methods of removing finishes, corrosion proofing and painting aircraft and	

aircraft components. Includes inspection and recovering operations for fabric covered aircraft. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of this Course, the student should be able to: • Identify the materials, processes and procedures for the design, manufacture, inspection, and repair of wood structures, plastic components, and composite structures. • Fabricate, and perform repairs to, plastic components and composite structures. • Understand the criteria for selecting special fastener systems used in composite structures. • Identify various approved aircraft fabric covering processes, materials, and inspection procedures. • Select and apply aircraft finishing materials; inspect finishes and identify defects; and identify requirements for registration markings.	
Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into:

prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.

☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107

☒ 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)

Fall 2013

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

Section # 2 Department Review

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

SAC Chair (type name)

Email

Date

Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT212	Proposed prefix and number	
Current course title	Sheet Metal	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers methods for sheet metal repairs to aircraft and methods of forming repair parts for damaged aircraft. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher.	

Audit available.		
Reason for change		

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students will be able to: 1. Identify and apply computation skills and interpret drawings and instructions for the preparation of aircraft structural repairs and alterations. 2. Identify and use appropriate aircraft sheet metal hand and shop tools during the preparation and fabrication of aircraft structural repair parts. 3. Select and install various sizes of conventional rivets and special fasteners using proper preparation and technique. 4. Identify and apply acceptable methods, techniques and practices during the assembly and repair of aircraft sheetmetal structures.	
Reason for change	

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

Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
☐	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐	Placement into:

prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT213	Proposed prefix and number	
Current course title	Hydraulics, Pneumatics, & Landing Gear	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers inspection and repair of aircraft landing gear and hydraulic system components. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher. Audit	

available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students will be able to: 1. Identify and apply the principles of function and safe operation of aircraft landing gear, hydraulic and pneumatic systems and their components when operating and maintaining aircraft. 2. Inspect and safely perform maintenance and troubleshooting on aircraft landing gear, hydraulic and pneumatic systems and their components, in accordance with the manufacturer	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT115	Proposed prefix and number	
Current course title	Aircraft Structures & Inspection	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines structural designs and methods of inspecting the aircraft to assure continued operation in the "as engineered" configuration. Emphasizes the interpretation of airworthiness directives, service bulletins and other maintenance documents.	

Technical writing skills required to complete FAA forms and records. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher. Audit available.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Inspect, and make independent airworthiness judgments of aircraft structures based on the knowledge of applicable airworthiness requirements and airframe stresses. 2. Identify and implement a strategy for accurate and timely maintenance research. 3. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 4. Communicate effectively with employers, co-workers and customers in a professional manner.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT	☒ Prerequisite	☐ Corequisite	☐ pre/con

Department Math test with a 70% or higher.			
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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT117	Proposed prefix and number	
Current course title	Reciprocating Engine Theory & Maintenance	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers aircraft reciprocating engine theory and various maintenance procedures and techniques. Includes the use of manufacturer's publications. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT	

department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Apply knowledge of construction and operation to the maintenance, repair and troubleshooting of aircraft reciprocating engines. 2. Identify, analyze and apply strategies for the research of all current manufacturer service information, and other airworthiness requirements including airworthiness directives, prior to the maintenance, repair or overhaul of aircraft reciprocating engines. 3. Determine the conformity status of aircraft reciprocating engines and components through research and analysis of applicable airworthiness directives and service bulletins.	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or	☒ Prerequisite	☐ Corequisite	☐ pre/con

with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.			
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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT218	Proposed prefix and number	
Current course title	Powerplant Inspection	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers proper inspection of the entire engine installation, including exhaust systems, engine instrumentation, lubrication systems and control systems. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT	

department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion of this course students should be able to: 1. Inspect and make independent airworthiness judgments of an aircraft powerplant based on the research of applicable airworthiness requirements and powerplant manufacturer’s recommendations. 2. Identify and implement record keeping strategies that are intelligible, accurate, and in compliance with applicable regulations. 3. Inspect, troubleshoot and repair powerplant lubrication systems, cooling systems, exhaust systems, fire protection systems and powerplant parameter sensing system devices	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT	☒ Prerequisite	☐ Corequisite	☐ pre/con

Department Math test with a 70% or higher.			
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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT219	Proposed prefix and number	
Current course title	Turbine Engine Overhaul	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers removing, disassembling, cleaning, inspecting, reassembling and reinstalling a turbine engine. Emphasizes engine manufacturer's publications. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT	

department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft turbine engine. 2. Identify and implement a strategy for accurate and timely maintenance research using the data during the inspection of an aircraft turbine engine or its installation on the aircraft. 3. Perform the overhaul of an aircraft turbine engine as a complex integrated assembly, while identifying and implementing the complete inspection of each component and part for compliance with appropriate regulations and airworthiness standards.	
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into:

prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT120	Proposed prefix and number	
Current course title	Propellers & Engine Installation	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines propeller theory and repair within limitations imposed by FAA Regulation Part 65, plus control and auxiliary systems, such as anti-ice and synchronization. Unducted fan systems are explored and engine removal and installation are accomplished.	

Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Identify and apply all current manufacturer service information, and other airworthiness requirements including airworthiness directives during the performance of maintenance and inspection of aircraft fixed and variable pitch propellers. 2. Identify and apply acceptable aviation maintenance standards during the performance of aircraft reciprocating engine removal and installation, testing and adjustment.	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT121	Proposed prefix and number	
Current course title	Turbine Engine Theory & Maintenance	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Presents theory for all turbine engines, but does not build expertise in any one design. Maintenance includes inspection, checking, servicing and repairing turbine engines and turbine engine installations. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT	

Department Chair permission, the AMT department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Identify and apply the principles of turbine engine operation and thrust production including the role of various systems and components during the maintenance, repair and troubleshooting of aircraft turbine engines. 2. Identify and apply the principles of turbine engine component operation and their impact on the operation of the aircraft turbine engine during maintenance, repair and troubleshooting.	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT222	Proposed prefix and number	
Current course title	Reciprocating Engine Overhaul	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers machining and overhaul processes for reciprocating engines. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission, the AMT department Math test with 70% or higher. Audit available.	

Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Perform the overhaul of an aircraft reciprocating engine as a complex integrated assembly, while identifying and implementing the complete inspection of each component and part for compliance with appropriate regulations and airworthiness standards. 2. Identify and implement record keeping strategies for aircraft engine overhauls that are intelligible, accurate, and in compliance with applicable regulations and airworthiness standards. 3. Identify and implement the proper use of precision measuring tools and special tools during the overhaul process of an aircraft reciprocating engine. 4. Identify and implement a strategy for accurate and timely maintenance research during the overhaul of an aircraft reciprocating engine.	
Reason for change	

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

Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
☐	Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐	Placement into:

prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT123	Proposed prefix and number	
Current course title	Ignition Systems	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers reciprocating and turbine engine ignition system theory and overhaul practices, plus the relationships of the complete ignition system to the powerplant and its operation. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department	

Chair permission, the AMT department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Safely perform aircraft reciprocating and turbine engine ignition system maintenance in accordance with the manufacturer service data, industry practices, and applicable regulations. 2. Perform engine run-up in accordance with the manufacturer service data, industry practices, and applicable regulations. 3. Troubleshoot ignition system and related engine system discrepancies in accordance with the manufacturer service data, industry practices, and applicable regulations. 4. Perform magneto overhaul, using manufacturer’s instructions, special tools, and test equipment.	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Aviation Maintenance Technology	Submitter name Phone Email	Steve Phillips 971-722-7028 shphilli@pcc.edu
Current prefix and number	AMT124	Proposed prefix and number	
Current course title	Fuel Metering Systems	Proposed title (60 characters max)	
# Credits	4.0	Proposed transcript title (30 characters max)	
Reason for title change	Change prerequisites to require completion of all AMT general subject area classes prior to registration.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Examines the many methods used to move air and fuel into and through an engine in a ratio producing safe and efficient engine operation under widely varying conditions. Prerequisites: AMT 203, AMT 204, MTH 60 or with AMT Department Chair permission,	

the AMT department Math test with 70% or higher. Audit available.	
Reason for change	

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon completion of this <i>Course</i>, the student should be able to: 1. Understand and apply the characteristics of aviation fuels, associated fuel systems, fuel metering methods and induction systems relative to engine/airframe installations. 2. Perform maintenance and inspection of fuel system, fuel metering, and induction systems using proper procedures and techniques.	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: AMT203, AMT204, MTH 60 or with AMT Department Chair permission, the AMT Department Math test with a 70% or higher.	☒ 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: AMT102, AMT203, AMT204, AMT105, AMT106, AMT107	☒ 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) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Steve Phillips	shphilli@pcc.edu	11/1/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini		
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Music	Submitter name	Jason Palmer
		Phone	7869
		Email	jason.palmer@pcc.edu
Current prefix and number	MUS158	Proposed prefix and number	MUS158a
Current course title	Chamber Ensemble	Proposed title (60 characters max)	
# Credits	1.00	Proposed transcript title (30 characters max)	
Reason for title change	To account for new repeatability policies, music is creating 6 graduated levels of performance classes.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides opportunity for instrumentalists and vocalists to form small ensembles (i.e. solo, duet, trio, quartet, etc.). Ensembles rehearse individually and participate in performance. Requires the ability to read music.	Provides an opportunity for instrumentalists to practice and perform. Includes conducted and coached rehearsals for public performance. Covers performance practice and repertory for chamber orchestra and small ensembles. Requires the ability to read music.

Reason for change	Description changed to comply with current format guidelines.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students are expected to 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. Students will be able to prepare musical work(s) from printed score for performance. Students will be able to accurately interpret distinctive musical styles. Students will be able to perform musical work(s) in a public recital. Students will be able to work with other musicians to prepare musical works.	Upon completion of this course, students will be able to: • Use an understanding of elementary musicianship and performance etiquette to publicly perform basic repertoire as a member of an instrumental ensemble. • Use an understanding of elementary music literacy to individually prepare and rehearse basic repertoire as a member of an instrumental ensemble. • Use an understanding of elementary rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of an instrumental ensemble during rehearsal. • Use an understanding of stylistic differences in basic repertoire to accurately interpret instrumental music in performance. • Use an elementary understanding of their primary instrument to continue to improve as a performer of music.
Reason for change	Outcomes have been updated to newer format and edited to create a template that can be easily augmented to a graduated system of six levels. Wording has been improved.

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into:

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

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

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

☐ yes
X no

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

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

Please provide details, who was contacted and the resolution.

X Yes
☐ No

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

Implementation term	☐ Next available term after approval X Fall 2013

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery/Jason Palmer	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 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS158b	# Credits:	1
Course Title: (60 characters max)	Chamber Ensemble	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	☐
	Audit in consultation with faculty	X	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity for instrumentalists to practice and perform. Includes conducted and coached rehearsals for public performance. Covers performance practice and repertory for chamber orchestra and small ensembles. Requires the ability to read music.		

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
MUS158a	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	?		

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completion of this course, students will be able to: • Use an understanding of beginning musicianship and performance etiquette to publicly perform basic repertory as a member of an instrumental ensemble. • Use an understanding of beginning music literacy to individually prepare and rehearse basic repertory as a member of an instrumental ensemble. • Use an understanding of beginning rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of an instrumental ensemble during rehearsal. • Use an understanding of stylistic differences in basic repertory to accurately interpret instrumental music in performance. • Use a basic understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Prepare musical work(s) from printed score for performance. • Accurately interpret distinctive musical styles. • Perform musical work(s) in a public recital. • Work with other musicians to prepare musical works.

Outcomes assessment strategies:	Methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. The individual instructor will determine the method of assessment. Assessment methods may include: Rehearsal attendance Musical interpretation Public recital Successful knowledge and execution of individual part(s)
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Instrumental repertoire from the renaissance to the modern era Stylistic concerns in musical interpretation Performance etiquette
Reason for the new course	Chamber Ensemble 158 has been altered so that there are now 6 graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS194, UO: MUS394, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)	
Implementation term:	☐ Next available term after approval ☒ 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
John Mery/Jason Palmer	jmary@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS158c	# Credits:	1
Course Title: (60 characters max)	Chamber Ensemble	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	☐
	Audit in consultation with faculty	X	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity for instrumentalists to practice and perform. Includes conducted and coached rehearsals for public performance. Covers performance practice and repertory for chamber orchestra and small ensembles. Requires the ability to read music.		

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
MUS158b	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	?		

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completion of this course, students will be able to: • Use an understanding of beginning/intermediate-level musicianship and performance etiquette to publicly perform intermediate repertory as a member of an instrumental ensemble. • Use an understanding of beginning/intermediate-level music literacy to individually prepare and rehearse intermediate-level repertory as a member of an instrumental ensemble. • Use an understanding of beginning/intermediate rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of an instrumental ensemble during rehearsal. • Use an understanding of stylistic differences in intermediate repertory to accurately interpret instrumental music in performance. • Use a basic understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Prepare musical work(s) from printed score for performance. • Accurately interpret distinctive musical styles. • Perform musical work(s) in a public recital. • Work with other musicians to prepare musical works.

Outcomes assessment strategies:	Methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. The individual instructor will determine the method of assessment. Assessment methods may include: Rehearsal attendance Musical interpretation Public recital Successful knowledge and execution of individual part(s)
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Instrumental repertoire from the renaissance to the modern era Stylistic concerns in musical interpretation Performance etiquette
Reason for the new course	Chamber Ensemble 158 has been altered so that there are now 6 graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS194, UO: MUS394, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)	
Implementation term:	☐ Next available term after approval ☒ 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
John Mery/Jason Palmer	jmary@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS158d	# Credits:	1
Course Title: (60 characters max)	Chamber Ensemble	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	☐
	Audit in consultation with faculty	X	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity for instrumentalists to practice and perform. Includes conducted and coached rehearsals for public performance. Covers performance practice and repertory for chamber orchestra and small ensembles. Requires the ability to read music.		

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
MUS158c	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	?		

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completion of this course, students will be able to: • Use an understanding of intermediate-level musicianship and performance etiquette to publicly perform intermediate repertory as a member of an instrumental ensemble. • Use an understanding of intermediate music literacy to individually prepare and rehearse intermediate-level repertory as a member of an instrumental ensemble. • Use an understanding of intermediate-level rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of an instrumental ensemble during rehearsal. • Use an understanding of stylistic differences in intermediate repertory to accurately interpret instrumental music in performance. • Use a basic understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Prepare musical work(s) from printed score for performance. • Accurately interpret distinctive musical styles. • Perform musical work(s) in a public recital. • Work with other musicians to prepare musical works.

Outcomes assessment strategies:	Methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. The individual instructor will determine the method of assessment. Assessment methods may include: Rehearsal attendance Musical interpretation Public recital Successful knowledge and execution of individual part(s)
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Instrumental repertoire from the renaissance to the modern era Stylistic concerns in musical interpretation Performance etiquette
Reason for the new course	Chamber Ensemble 158 has been altered so that there are now 6 graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS194, UO: MUS394, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply

☒ on campus
☐ hybrid
☐ on-line (complete DL Modality form, obtain signature and submit)
☐ other (explain)

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

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

Impact on other Programs and Departments

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

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)
Implementation term:	☐ Next available term after approval ☒ 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
John Mery/Jason Palmer	jmary@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu

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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS158e	# Credits:	1
Course Title: (60 characters max)	Chamber Ensemble	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	☐
	Audit in consultation with faculty	X	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity for instrumentalists to practice and perform. Includes conducted and coached rehearsals for public performance. Covers performance practice and repertory for chamber orchestra and small ensembles. Requires the ability to read music.		

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
MUS158d	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	?		

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completion of this course, students will be able to: • Use an understanding of intermediate/advanced-level musicianship and performance etiquette to publicly perform advanced repertory as a member of an instrumental ensemble. • Use an understanding of intermediate/advanced music literacy to individually prepare and rehearse advanced repertory as a member of an instrumental ensemble. • Use an understanding of intermediate/advanced rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of an instrumental ensemble during rehearsal. • Use an understanding of stylistic differences in advanced repertory to appropriately interpret instrumental music in performance. • Use a basic understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Prepare musical work(s) from printed score for performance. • Accurately interpret distinctive musical styles. • Perform musical work(s) in a public recital. • Work with other musicians to prepare musical works.

Outcomes assessment strategies:	Methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. The individual instructor will determine the method of assessment. Assessment methods may include: Rehearsal attendance Musical interpretation Public recital Successful knowledge and execution of individual part(s)
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Instrumental repertoire from the renaissance to the modern era Stylistic concerns in musical interpretation Performance etiquette
Reason for the new course	Chamber Ensemble 158 has been altered so that there are now 6 graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS194, UO: MUS394, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Contacted Allen Jones from Professional Music to address any impacts. None noted.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	(as above)	
Implementation term:	☐ Next available term after approval ☒ 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
John Mery/Jason Palmer	jmary@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	Jason Palmer 7869 jason.palmer@pcc.edu
Course Prefix and Number:	MUS158f	# Credits:	1
Course Title: (60 characters max)	Chamber Ensemble	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	☐
	Audit in consultation with faculty	X	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity for instrumentalists to practice and perform. Includes conducted and coached rehearsals for public performance. Covers performance practice and repertory for chamber orchestra and small ensembles. Requires the ability to read music.		

Addendum to Course Description:	none

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
MUS158e	X Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	?		

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completion of this course, students will be able to: • Use an understanding of advanced-level musicianship and performance etiquette to publicly perform advanced repertoire as a member of an instrumental ensemble. • Use an understanding of advanced-level music literacy to individually prepare and rehearse advanced repertoire as a member of an instrumental ensemble. • Use an understanding of advanced rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of an instrumental ensemble during rehearsal. • Use an understanding of stylistic differences in advanced repertoire to appropriately interpret instrumental music in performance. • Use a basic understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	• Learn individual parts outside of class. Instructor will assign repertoire and coach regular rehearsals. Coaching will include stylistic interpretation, assistance with individual parts and instruction in proper performance etiquette. • Prepare musical work(s) from printed score for performance. • Accurately interpret distinctive musical styles. • Perform musical work(s) in a public recital. • Work with other musicians to prepare musical works.

Outcomes assessment strategies:	Methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. The individual instructor will determine the method of assessment. Assessment methods may include: Rehearsal attendance Musical interpretation Public recital Successful knowledge and execution of individual part(s)
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Instrumental repertoire from the renaissance to the modern era Stylistic concerns in musical interpretation Performance etiquette
Reason for the new course	Chamber Ensemble 158 has been altered so that there are now 6 graduated levels of courses to adhere to new PCC repeatability policies and music student needs to successfully transfer.

Section #2 Transferability

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

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

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

Which OUS school will the course transfer to? List all	PSU, UO, WOU
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU: MUS194, UO: MUS394, WOU: MUEN 120
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

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

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

Name of certificate(s):		# credits:

Name of degree(s):		# credits:

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

Impact on other Programs and Departments

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

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

Implementation term:	☐ Next available term after approval ☒ 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
John Mery/Jason Palmer	jmary@pcc.edu/jason.palmer@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Music	Submitter name	John Mery
		Phone	971-722-4759
		Email	
Current prefix and number	MUS240	Proposed prefix and number	MUS240a
Current course title	Music Composition	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title (30 characters max)	
Reason for title change	Course expansion for repeatability purposes. This course is required to be taken three times by the main transfer institution, PSU.		

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)
Music Composition Introduces music composition with focus on 20th and 21st century compositional techniques and materials. Includes composition of chamber and concert works using topics and methods covered with the goal of compiling a portfolio	Introduces music composition with focus on 20th and 21st century compositional techniques and materials. Includes composition of chamber and concert works with the goal of compiling a portfolio of original works.

of original works. Specific topics covered will vary by term. Course may be taken up to three times for credit. Prerequisite: MUS 111.	
Reason for change	To fit preferred verbiage.

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
Utilize contemporary music composition techniques as a means of musical expression. Acquire a personal musical language. Understand the richness and diversity of contemporary concert music in order to foster creative exchange of musical ideas through skills acquired.	Utilize basic contemporary music composition techniques to create basic musical works. Compose basic musical works using one’s continually developing personal music language. Begin to foster the creative exchange of musical ideas through basic compositional skills.
Reason for change	To improve the outcomes. Includes mastery levels for course expansion.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery (co-chair)	jmery@pcc.edu	11/14/2012
SAC Administrative Liaison (type name)	Email	Date
Cheryl Scott	cscott@pcc.edu	
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS240b	# Credits:	2
Course Title: (60 characters max)	Music Composition	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 1 Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☐	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Covers music composition with focus on 20th and 21st century compositional techniques and materials. Includes composition of chamber and concert works with the goal of compiling a portfolio of original works.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: MUS240a	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Utilize intermediate-level contemporary music composition techniques to create intermediate-level musical works. Compose intermediate-level musical works using one’s continually developing personal musical language. Foster the creative exchange of musical ideas through the use of intermediate-level compositional skills.
Course activities and design: (from CCOG)	Score and part preparation and proofing. Completion of a work from conception to performance. Improvisation as means of generating of musical ideas. Analysis of masterworks in variety of genres and styles (<i>esempii classici</i>). Transcription and/or arranging of preexisting works. Balancing unity, variety and form.
Outcomes assessment strategies:	Portfolio of professionally prepared original scores for a variety of instrumental combinations including voice(s). Reading sessions of original works by peers, faculty, and semi-professional or professional performers.

	One-on-one instructor/student conferences. Participation in written and oral peer review and evaluation. Written quantitative/qualitative examination.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Variation techniques Tonality, modality and atonality Intervallic cell-based composition and serialism as alternative means of melodic/harmonic organization Basic orchestration and idiomatic instrumental/vocal writing Melodic transformation and development technique Polyphony – contrapuntal and imitative procedures Non-tertian harmony and synthetic melodic materials Writing for the voice - selecting and setting text Indeterminacy in performance and music composition Graphic notation and scores Extended instrumental and vocal technique
Reason for the new course	Course expansion for repeatability purposes as required by main transfer institution, Portland State University.

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
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement

	☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU – MUS241
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No. Course currently exists as MUS240 and is being expanded for repeatability purposes.	

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.	Course currently exists as MUS240 and is being expanded for repeatability purposes. MUC SAC chair has been informed of course expansion.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC	

courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

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

SAC Chair	Email
John Mery	jmery@pcc.edu
SAC Administrative Liaison	Email
Cheryl Scott	cscott@pcc.edu

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS240c	# Credits:	2
Course Title: (60 characters max)	Music Composition	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 1 Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☐	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Covers music composition with focus on 20th and 21st century compositional techniques and materials. Includes composition of chamber and concert works with the goal of compiling a portfolio of original works.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: MUS240b	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Utilize advanced contemporary music composition techniques to create advanced-level musical works. Compose advanced-level musical works using one’s continually developing musical language Foster the creative exchange of musical ideas through the use of advanced-level compositional skills.
Course activities and design: (from CCOG)	Score and part preparation and proofing. Completion of a work from conception to performance. Improvisation as means of generating of musical ideas. Analysis of masterworks in variety of genres and styles (<i>esempii classici</i>). Transcription and/or arranging of preexisting works. Balancing unity, variety and form.
Outcomes assessment strategies:	Portfolio of professionally prepared original scores for a variety of instrumental combinations including voice(s). Reading sessions of original works by peers, faculty, and semi-professional or professional performers. One-on-one instructor/student conferences.

	Participation in written and oral peer review and evaluation. Written quantitative/qualitative examination.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Variation techniques Tonality, modality and atonality Intervallic cell-based composition and serialism as alternative means of melodic/harmonic organization Basic orchestration and idiomatic instrumental/vocal writing Melodic transformation and development technique Polyphony – contrapuntal and imitative procedures Non-tertian harmony and synthetic melodic materials Writing for the voice - selecting and setting text Indeterminacy in performance and music composition Graphic notation and scores Extended instrumental and vocal technique
Reason for the new course	Course expansion for repeatability purposes as required by main transfer institution, Portland State University.

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
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective

	☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	PSU – MUS242
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No. Course currently exists as MUS240 and is being expanded for repeatability purposes.	

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.	Course currently exists as MUS240 and is being expanded for repeatability purposes. MUC SAC chair has been informed of course expansion.

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

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Music	Submitter name	John Mery
		Phone	971-722-4759
		Email	jmery@pcc.edu
Current prefix and number	MUS195	Proposed prefix and number	MUS195a
Current course title	Symphonic Band	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)
Symphonic Band Large conducted ensemble for brass, woodwind and percussion instruments rehearses and performs repertoire from the 17th- 21st centuries. Designed for music majors but is available to all students. Previous high-school level band	Provides the opportunity to participate in a conducted symphonic band for brass, woodwind and percussion instrumentalists. Includes rehearsal and performance of repertoire from the 17 th -21 st centuries. Available to all students. Previous high-school level band experience or equivalent is required.

experience or equivalent is required.	
Reason for change	Revise into current format.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Interact in the world with a holistic view by understanding how smaller parts come together to form something larger. 2. Learn how to creatively problem-solve through direction. 3. Understand the role of listening in flexibility, phrasing, and other aspects of artistry. 4. Work with others in order to build community	Use an understanding of elementary musicianship and performance etiquette to perform basic repertory to a public audience as a member of a music ensemble. Use an understanding of elementary music literacy to prepare and rehearse basic repertory as a member of a large music ensemble. Use an understanding of elementary rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a music large ensemble. Use an understanding of the stylistic differences in elementary repertory to accurately interpret instrumental band music in performance. Use an elementary understanding of their primary instrument to continue to improve as a performer of music.
Reason for change	Revise into current format.

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

Current prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery (co-chair)	jmery@pcc.edu	11/13/2012
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 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS195b	# Credits:	1
Course Title: (60 characters max)	Symphonic Band	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☐	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides the opportunity to participate in a conducted symphonic band for brass, woodwind and percussion instrumentalists. Includes rehearsal and performance of repertoire from the 17 th -21 st centuries. Available to all students. Previous high-school level band experience or equivalent is required.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: MUS195a	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Use an understanding of beginning musicianship and performance etiquette to perform basic repertory to a public audience as a member of a music ensemble. Use an understanding of beginning music literacy to prepare and rehearse basic repertory as a member of a large music ensemble. Use an understanding of beginning rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large music ensemble. Use an understanding of stylistic differences in basic repertory to accurately interpret instrumental band music in performance. Use a basic understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	Rehearsal and performance of standard collegiate-level band repertoire from the 17th century to the contemporary period. Public performance of rehearsed material.
Outcomes assessment strategies:	Qualitative and quantitative examination of assigned part(s) in solo, sectional and group applications. Ensemble participation and attendance.
Course	Development of musical skills: articulation, dynamic control, phrasing, tone production,

Content: Themes, Concepts, Issues and Skills: (from CCOG)	balance and sight-reading. The conductor and the baton – metric patterns and cues. Performance etiquette. Execution of assigned part(s) as directed by the conductor.☐ Listen and respond to conductor, section leaders and the ensemble.☐ Sight-reading parts at appropriate level .
Reason for the new course	Course expansion for repeatability as required for music major and minor at four-year institutions.

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 and the rest of the OUS schools
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	MUS195 Portland State University
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – MUS195a. This course is being expanded for repeatability purposes as required by the transfer institutions.	

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.	Course currently exists as MUS195 – it is being expanded.

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS195c	# Credits:	1
Course Title: (60 characters max)	Symphonic Band	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☐	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides the opportunity to participate in a conducted symphonic band for brass, woodwind and percussion instrumentalists. Includes rehearsal and performance of repertoire from the 17 th -21 st centuries. Available to all students. Previous high-school level band experience or equivalent is required.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:

☐ Placement into:

course prefix & number: MUS195b

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

Use an understanding of beginning/intermediate-level musicianship and performance etiquette to perform intermediate repertory to a public audience as a member of a music ensemble.

Use an understanding of beginning/intermediate music literacy to prepare and rehearse intermediate-level repertory as a member of a large music ensemble.

Use an understanding of beginning/intermediate-level rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large music ensemble.

Use an understanding of stylistic differences in basic/intermediate-level repertory to accurately interpret instrumental band music in performance.

Use a basic/intermediate-level understanding of their primary instrument to continue to improve as a performer of music.

Course activities and design:
(from CCOG)

Rehearsal and performance of standard collegiate-level band repertoire from the 17th century to the contemporary period.

Public performance of rehearsed material.

Outcomes assessment strategies:

Qualitative and quantitative examination of assigned part(s) in solo, sectional and group applications.

Ensemble participation and attendance.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Development of musical skills: articulation, dynamic control, phrasing, tone production, balance and sight-reading. The conductor and the baton – metric patterns and cues. Performance etiquette. Execution of assigned part(s) as directed by the conductor. Listen and respond to conductor, section leaders and the ensemble. Sight-reading parts at appropriate level .
Reason for the new course	Course expansion for repeatability as required for music major and minor at four-year institutions.

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 and the rest of the OUS schools
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	MUS195 Portland State University
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – MUS195a and MUS195b. This course is being expanded for repeatability purposes as required by the transfer institutions.	

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.	Course currently exists as MUS195 – it is being expanded.

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS195d	# Credits:	1
Course Title: (60 characters max)	Symphonic Band	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☐	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides the opportunity to participate in a conducted symphonic band for brass, woodwind and percussion instrumentalists. Includes rehearsal and performance of repertoire from the 17 th -21 st centuries. Available to all students. Previous high-school level band experience or equivalent is required.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: MUS195c	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Use an understanding of intermediate-level musicianship and performance etiquette to perform intermediate repertory to a public audience as a member of a music ensemble. Use an understanding of intermediate music literacy to prepare and rehearse intermediate-level repertory as a member of a large music ensemble. Use an understanding of intermediate-level rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large music ensemble. Use an understanding of stylistic differences in intermediate-level repertory to accurately interpret instrumental band music in performance. Use an intermediate-level understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	Rehearsal and performance of standard collegiate-level band repertoire from the 17th century to the contemporary period. Public performance of rehearsed material.
Outcomes assessment strategies:	Qualitative and quantitative examination of assigned part(s) in solo, sectional and group applications. Ensemble participation and attendance.
Course	Development of musical skills: articulation, dynamic control, phrasing, tone production,

Content: Themes, Concepts, Issues and Skills: (from CCOG)	balance and sight-reading. The conductor and the baton – metric patterns and cues. Performance etiquette. Execution of assigned part(s) as directed by the conductor.☐ Listen and respond to conductor, section leaders and the ensemble.☐ Sight-reading parts at appropriate level .
Reason for the new course	Course expansion for repeatability as required for music major and minor at four-year institutions.

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 and the rest of the OUS schools
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	MUS195 Portland State University
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

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

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – MUS195a, MUS195b and MUS195c. This course is being expanded for repeatability purposes as required by the transfer institutions.	

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.	Course currently exists as MUS195 – it is being expanded.

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS195e	# Credits:	1
Course Title: (60 characters max)	Symphonic Band	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☐	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides the opportunity to participate in a conducted symphonic band for brass, woodwind and percussion instrumentalists. Includes rehearsal and performance of repertoire from the 17 th -21 st centuries. Available to all students. Previous high-school level band experience or equivalent is required.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: MUS195c	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Use an understanding of intermediate/advanced-level musicianship and performance etiquette to perform advanced repertoire to a public audience as a member of a music ensemble. Use an understanding of intermediate/advanced music literacy to prepare and rehearse advanced-level repertoire as a member of a large music ensemble. Use an understanding of intermediate/advanced-level rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large music ensemble. Use an understanding of stylistic differences in advanced-level repertoire to accurately interpret instrumental band music in performance. Use an intermediate/advanced-level understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	Rehearsal and performance of standard collegiate-level band repertoire from the 17th century to the contemporary period. Public performance of rehearsed material.
Outcomes assessment strategies:	Qualitative and quantitative examination of assigned part(s) in solo, sectional and group applications. Ensemble participation and attendance.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Development of musical skills: articulation, dynamic control, phrasing, tone production, balance and sight-reading. The conductor and the baton – metric patterns and cues. Performance etiquette. Execution of assigned part(s) as directed by the conductor.☐ Listen and respond to conductor, section leaders and the ensemble.☐ Sight-reading parts at appropriate level .
Reason for the new course	Course expansion for repeatability as required for music major and minor at four-year institutions.

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 and the rest of the OUS schools
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	MUS195 Portland State University
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – MUS195a, MUS195b, MUS195c and MUS195d. This course is being expanded for repeatability purposes as required by the transfer institutions.	

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.	Course currently exists as MUS195 – it is being expanded.

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Music	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS195f	# Credits:	1
Course Title: (60 characters max)	Symphonic Band	Transcript Title (30 characters max)	
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 3
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☐	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Provides the opportunity to participate in a conducted symphonic band for brass, woodwind and percussion instrumentalists. Includes rehearsal and performance of repertoire from the 17 th -21 st centuries. Available to all students. Previous high-school level band experience or equivalent is required.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: MUS195c	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Use an understanding of advanced-level musicianship and performance etiquette to perform advanced repertoire to a public audience as a member of a music ensemble. Use an understanding of advanced music literacy to prepare and rehearse advanced-level repertoire as a member of a large music ensemble. Use an understanding of advanced-level rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large music ensemble. Use an understanding of stylistic differences in advanced-level repertoire to accurately interpret instrumental band music in performance. Use an advanced-level understanding of their primary instrument to continue to improve as a performer of music.
Course activities and design: (from CCOG)	Rehearsal and performance of standard collegiate-level band repertoire from the 17th century to the contemporary period. Public performance of rehearsed material.
Outcomes assessment strategies:	Qualitative and quantitative examination of assigned part(s) in solo, sectional and group applications. Ensemble participation and attendance.
Course	Development of musical skills: articulation, dynamic control, phrasing, tone production,

Content: Themes, Concepts, Issues and Skills: (from CCOG)	balance and sight-reading. The conductor and the baton – metric patterns and cues. Performance etiquette. Execution of assigned part(s) as directed by the conductor.☐ Listen and respond to conductor, section leaders and the ensemble.☐ Sight-reading parts at appropriate level .
Reason for the new course	Course expansion for repeatability as required for music major and minor at four-year institutions.

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 and the rest of the OUS schools
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	MUS195 Portland State University
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Yes – MUS195a, MUS195b, MUS195c, MUS195d and MUS195e. This course is being expanded for repeatability purposes as required by the transfer institutions.	

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.	Course currently exists as MUS195 – it is being expanded.

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

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name Phone Email	Doug Smith 971-722-5582 doug.smiith@pcc.edu
Current prefix and number	FP 200	Proposed prefix and number	No change
Current course title	Fire Apparatus Driver/Operator I	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	No change		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers practical procedures, techniques and safety precautions used while operating fire apparatus. Includes fire apparatus inspection and preventative maintenance, driving laws and policies, specific to the apparatus operator, maneuver a vehicle,	Covers practical procedures, techniques and safety precautions used while operating fire apparatus. Includes fire apparatus inspection and preventative maintenance, driving laws and policies, specific to the apparatus operator, maneuver a vehicle, and apparatus positioning. Prerequisite: FP 112, MTH 95.

and apparatus positioning. Prerequisite: FP 112, MTH 95.	
Reason for change	Take out MTH 95.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students are to be prepared to meet National Fire Protection Association 1002, Standard for Fire Apparatus Driver/Operator Professional Qualifications, Chapter 4, General Requirements excluding the road course.	No change
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: FP 112, MTH 95	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: FP 232	☐ Prerequisite	☒ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: FP 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: FP 232	☐ Prerequisite	☒ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	10/22/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	10/22/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection	Submitter name Phone Email	Ed Lindsey, 971-722-5581
Current prefix and number	FP 289	Proposed prefix and number	FP 289
Current course title	Emergency Service Lifetime Fitness and Conditioning	Proposed title (60 characters max)	Emergency Service Lifetime Fitness and Conditioning
# Credits	3	Proposed transcript title (30 characters max)	Emer. Service Lifetime Fit & Cond.
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers all aspects of fitness for current and prospective firefighters. Includes physical and mental aspects of performance for optimal achievement on fire department agility tests and firefighting tasks; individual	Covers all aspects of fitness for current and prospective firefighters. Includes physical and mental aspects of performance for optimal achievement on fire department agility tests and firefighting tasks; individual conditioning strategies, nutritional guidelines,

conditioning strategies, nutritional guidelines, protective clothing concepts, basic exercise principles, pre-employment, evaluation, and lifelong fitness and conditioning. WR 121, MTH 65, FP 112	protective clothing concepts, basic exercise principles, pre-employment, evaluation, and lifelong fitness and conditioning. WR 121, MTH 65
Reason for change	Remove FP 112 as a prerequisite.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
Design and apply a lifelong personal fitness and nutrition program to improve personal physical condition and wellness, to meet the physical requirements of basic firefighting tasks, and to perform optimally on fire department physical agility assessments • Apply skills related to physical and mental aspects of performance required in physical agility testing and fire fighting. • Apply decision making skills related to health and fitness to improve performance, productivity, and quality of life in the workplace. • Adjust and adapt physically and mentally to environmental factors present (e.g., protective clothing, equipment) and tasks involved (e.g., ventilation, search and rescue) in firefighting.	Design and apply a lifelong personal fitness and nutrition program to improve personal physical condition and wellness, to meet the physical requirements of basic firefighting tasks, and to perform optimally on fire department physical agility assessments • Apply skills related to physical and mental aspects of performance required in physical agility testing and fire fighting. • Apply decision making skills related to health and fitness to improve performance, productivity, and quality of life in the workplace. • Adjust and adapt physically and mentally to environmental factors present (e.g., protective clothing, equipment) and tasks involved (e.g., ventilation, search and rescue) in firefighting.
Reason for change	N/A

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: WR 121, MTH 65	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: FP 112 or equivalent	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: WR 121, MTH 65	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	11/14/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	11/14/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Paralegal	Submitter name	Jerry Brask
		Phone	5212
		Email	gbrask@pcc.edu
Current prefix and number	PL 204	Proposed prefix and number	
Current course title	Applied Legal Research and drafting	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Students practice legal research and drafting of memoranda common to the practice of law. Prerequisite: PL 203. Audit available	Covers legal research skills and drafting of legal pleadings, documents and memoranda common to the practice of law. Includes preparation of a portfolio of student work completed in the paralegal program Prerequisite: PL 201or PL 203 or LA 203. Audit available

Reason for change	Improve course description

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students will be able to: Draft correspondence and various legal pleadings which are commonly used in law offices. Identify, prioritize, locate, evaluate and apply rules, statutes, and court opinions. Analyze a court opinion and make judgments regarding the opinion’s applicability through techniques of comparison. Draft legal memoranda. Use a professional portfolio as a vehicle to provide evidence of career-related competencies	
Reason for change	

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: PL 203	☒ 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: PL 201 or PL 203 or LA 203	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 122 or WR 227	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	X ☐ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Jerry Brask	gbrask@pcc.edu	May 22, 2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	May 22, 2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Paralegal	Submitter name Phone Email	Jerry Brask
Current prefix and number	PL 224	Proposed prefix and number	PL 224
Current course title	Torts and Personal injury	Proposed title (60 characters max)	Torts and personal injury
# Credits	3	Proposed transcript title (30 characters max)	same
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)
Provides an overview of tort law and handling personal injury claims, including paralegal's role. Includes study of international torts, negligence and strict liability claims; defenses; vicarious liability; tort claims act; damages; analyze fact	Provides an overview of tort law and handling personal injury claims, including paralegal's role. Includes study of international torts, negligence and strict liability claims; defenses; vicarious liability; tort claims act; damages; analyze fact situations; review case law; draft pleadings; evaluate damages; discovery issues;

situations; review case law; draft pleadings; evaluate damages; discovery issues; and apply principles discussed in class. Pre-requisite: PL 101, PL 102	and apply principles discussed in class. Pre-requisite or Co-requisite: PL 101
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
1) Learn to analyze the elements and essentials of common tort claims, as evidenced by case briefing, exams, pleading development or other projects. 2) Identify and analyze defenses to common tort claims, as evidenced by case briefing, exams, pleading development or other projects. 3) Develop ability to analyze fact situations involving tort claims, as evidenced by case briefing, exams, pleading development or other projects. 4) Familiarity with handling negligence case from initial pleadings through discovery process and trial, as evidenced by case briefing, exams, pleading development or other projects. 5) Learn to evaluate damages, as evidenced by exams, evaluations of fact situations or other projects. 6) Understanding of paralegal's role in the law office handling tort and personal injury claims, as evidenced by participation in projects, exams or other projects. 7) Understanding of how to guide	1) analyze the elements, essentials and defenses of common tort claims, 2) handle negligence case and guide clients from initial pleadings through discovery process, settlement and trial, 3) evaluate and compute damages, 4) draft demand letters

clients through the litigation and settlement process, as evidenced by exams or other projects	
Reason for change	Improve outcomes

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: PL101

X ☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: PL102

X ☐ 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: . Eliminating prerequisites

prefix & number: **PL 101:Either Co-req or Pre-req**

X ☐ Prerequisite

X ☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

X ☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval-Spring, 2013 asap! ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Jerry Brask	gbrask@pcc.edu	11/16/12
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito@pcc.edu	11/16/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Medical Professions	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	MP 150	Proposed prefix and number	MP 150
Current course title	Intro to Elec Health Records	Proposed title (60 characters max)	same
# Credits	3	Proposed transcript title (30 characters max)	same
Reason for title change	n/a		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces basic concepts of use and implementation of an Electronic Health Records (EHR) system. Provides exposure to basic navigation of an EHR. Explores issues around privacy, security, government regulations and ethical legal aspects of the	Introduces basic concepts of medical charting which are implemented and built upon in an Electronic Health Record (EHR). Introduces basic concepts of implementation and use of an EHR. Includes skill development for basic navigation of an EHR. Explores issues around privacy, security, government regulations

health information technology environment.	and ethical/legal aspects of medical records in a healthcare delivery environment (hospital or clinic setting). Recommended: CAS 133 or equivalent computer and internet experience.
Reason for change	More accurate description of 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
1. Incorporates knowledge of EHR's and PHR's into their personal health care decisions. 2. Use an understanding of federal and state regulations and policies that will facilitate EHR implementation and utilization in the Health Services industry. 3. Students will incorporate knowledge of EHR's and PHR's into their personal health care decisions. 4. Apply relevant ethical, legal, security, and policy principles to the use of EHR's within the health information technology environment. 5. Analyze trends in EHR data and utilization to improve patient care and population health.	1. Apply basic conceptual framework of a medical charting system to the organization and use of an EHR. 2. Navigate, complete data entry and use data of EHR at an entry level capacity. 3. Apply relevant ethical, legal, security and policy principles to the use of EHR's within the healthcare delivery environment. 4. Apply relevant safety, confidentiality and policy concepts to the use of EHR's within the clinical/hospital setting. 5. Utilize reporting functions in an EHR to improve patient care and outcomes.
Reason for change	Narrow outcomes of this entry level class.

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanne Harris	jmharris@pcc.edu	11/13/2012
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	11/13/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	Biology	Submitter name	Shannon Ansley
		Phone	971-722-4413
		Email	shannon.ansley@pcc.edu
Current prefix and number	BI 145	Proposed prefix and number	
Current course title	Intro Fish & Wildlife Conservation & Management	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)
Introductory lecture and laboratory on fundamental wildlife conservation and management. Course will cover the basic elements of wildlife population dynamics, biodiversity, the importance of habitat, legal and social aspects of wildlife management, human impacts on wildlife, and some	Covers the basic elements of wildlife population dynamics, biodiversity, the importance of habitat, legal and social aspects of wildlife management, human impacts on wildlife, and some management techniques. Includes wildlife examples from Oregon. Prerequisites: Placement into MTH 60 and placement into WR 115. Recommended: BI 101 or equivalent. Audit available.

management techniques. Wildlife examples from Oregon will be included. Prerequisites: Placement into MTH 60 and placement into WR 115. Recommended: BI 101 or equivalent. Audit available.	
Reason for change	The current description does not follow the proper format—it does not include active verbs and uses the word “course”.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
- Understand and integrate fundamental concepts in wildlife conservation and management. - Develop ability to locate and critically evaluate wildlife scientific peer-reviewed literature and “gray” literature. - Participate in designing a wildlife-related experiment or study that uses the scientific method. - Become familiar with common Oregon wildlife and common field and laboratory wildlife techniques. - Become familiar with primary international, national, and state agencies and scientific organizations responsible for conservation and management of wildlife.	- Articulate fundamental concepts in wildlife conservation and management. - Apply an understanding of basic ecological principles (the interconnectedness of organisms to each other and their environment) to environmental problems and sustainability issues. - Use scientific techniques in the lab and in the field to identify and characterize wildlife populations and ecosystems. - Use an understanding of historical and current perspectives on the human-wildlife relationship to effectively address wildlife issues. - Identify the primary international, national, and state agencies and scientific organizations responsible for conservation and management of wildlife, and understand the role of private citizens in decision-making at all levels. - Make informed decisions by critically evaluating information sources. - Recognize common Pacific Northwest wildlife.
Reason for change	Outcomes were revised to reflect the proper language (active verbs describing what students will be able to do “out there”). Two outcomes were added to more accurately reflect the course content.

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

Current prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Linda Fergusson-Kolmes	linda.fergussonkolmes@pcc.edu	11/15/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/15/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS179	Proposed prefix and number	
Current course title	Data Comm Concepts I	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Data Communication Concepts I Provides basic concepts of data communications, networking and connectivity. Explores hardware, connectivity, signaling, addressing, network topologies, communication protocols, network designs, switching, management, TCP/IP protocols,	Provides basic concepts of data communications, networking and connectivity. Explores hardware, connectivity, signaling, addressing, network topologies, communication protocols, network designs, switching, management, TCP/IP protocols, security and standards with emphasis on the OSI reference model. Prerequisite: CIS 120 or CIS 121 or EET 111 or

security and standards with emphasis on the OSI reference model. Recommended: CIS 120 or instructor permission.	instructor permission. Audit available.		
Reason for change	change to prerequisite course		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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	
Successfully participate in higher level Data Communication and Networking classes Troubleshoot simple data communication problems. Design moderately complex networks using appropriate network architectures and hardware			
Reason for change			

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

prefix & number: CIS 120 or CIS121 or EET111 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

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Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS188	Proposed prefix and number	
Current course title	Intro to Wireless Networking	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)
Introduction to Wireless Networking Introduces the student to wireless networking theory and its practical application. Explores a variety of current and emerging wireless Local, Metropolitan and Wide Area Networking technologies. Topics may include: WiFi (802.11a/b/g/n),	Introduces wireless networking theory and its practical application. Explores a variety of current and emerging wireless Local, Metropolitan and Wide Area Networking technologies. Topics may include: WiFi (802.11a/b/g/n), Bluetooth, WiMAX (802.16), 3G Cellular, and others. Includes hands-on design of wireless networks and the configuration of wireless

Bluetooth, WiMAX (802.16), 3G Cellular, and others. Includes hands-on design of wireless networks and the configuration of wireless Access Points. Recommend: CIS 179.	Access Points. Prerequisite: CIS 179, or instructor permission. Audit available.
Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
On successful completion of this course the student should be able to do the following in either a business or home setting: Design and Configure Wireless LANs Select appropriate wireless technologies Identify wireless security risks Predict the performance of wireless as compared to wired networks	
Reason for change	

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

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CIS179	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to

curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS189	Proposed prefix and number	
Current course title	Wireless Security	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)
Introduces the student to wireless security intrusion, policies, tools, and solutions. Recommend prior knowledge: CIS 179 and CIS 188 Wireless Networking.	Introduces wireless security intrusion, policies, tools, and solutions. Prerequisite: CIS 179 or instructor permission. Recommended: CIS 188. Audit available.

Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Describe what wireless intrusion is Identify the greatest security threats Develop a wireless security policy Identify security solutions Describe how to apply security tools Identify the major security legislation	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CIS179 or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to	

communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

- ☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS240L	Proposed prefix and number	
Current course title	Linux Installation and Config	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)
Designed to prepare students for an entry-level position as an administrator of a system utilizing the Linux operating system. Focuses on knowledge and skills necessary for day-to-day operations on a Linux system using the command line. Recommended: CS 140U. Audit available.	Introduces the administration of systems utilizing the Linux operating system. Focuses on knowledge and skills necessary for day-to-day operations on a Linux system using the command line. This is the first course of a two-course sequence. Prerequisite: CS 140U or instructor permission. Audit available.

Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
On completion of this course the student should be able to design, install, and administer the Linux operating system.	On completion of this course the student should be able to: Design, install, and administer a simple configuration of the Linux operating system.
Reason for change	to more accurately specify the outcomes

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CS140U	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing	☐ yes

the inventory of related instruction templates .	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS278	Proposed prefix and number	
Current course title	Data Comm Concepts II	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides in-depth concepts of data communications, and networking. Explores network architectures, complex network designs and network hardware configuration. Includes a close look at network/telephone company interfaces. Work will principally be done in the	Provides in-depth concepts of data communications, and networking. Explores network architectures, complex network designs and network hardware configuration. Includes a close look at network/telephone company interfaces. Includes configuring operating Cisco routers and other data communication equipment in order to build functional

laboratory. Students will have the opportunity to configure operating Cisco routers and other data communication equipment in order to build functional networks. Recommended: CIS 179.	networks. Prerequisite: CIS 179, or instructor permission. Audit available.
Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
Design moderately complex networks using appropriate network and link types. Configure different types of network hardware. Physically construct different types of network cables.	
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CIS179	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS279L	Proposed prefix and number	
Current course title	Linux Network Administration	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)
First term of a sequence designed to prepare students for an entry-level position as a system administrator of a network utilizing the Linux network operating system. Networking, TCP/IP, DNS, DHCP, NFS and Samba are covered. Prerequisite: CIS 240L; or instructor permission.	Second of a two term sequence designed to prepare students for an entry-level position as a system administrator of a network utilizing the Linux network operating system. Covers networking, TCP/IP, DNS, DHCP, NFS and Samba . Prerequisite: CIS 240L or instructor permission. Audit available.

Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
On successful completion of this course the student should be able to: Design, Install, and Administer a LAN consisting of the Linux operating system client and server computers.	On successful completion of this course the student should be able to: Design, Install, and Administer a LAN consisting of the Linux operating system client and server computers in a moderately complex configuration.
Reason for change	to accurately reflect the outcomes

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CIS240L	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing			☐ yes

the inventory of related instruction templates .	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS284	Proposed prefix and number	
Current course title	Network Security	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)
Preparation for an entry level position as a network administrator, the course focuses on the knowledge and skills necessary to maintain system security and to install, configure and maintain a local area network with common internet applications. Use of Open Source software and CompTIA's	Continues exploring the role of network administrator. Focuses on the knowledge and skills necessary to maintain system security and to install, configure and maintain a local area network with common internet applications. Emphasizes the use of Open Source software and CompTIA's Security+ content. Prerequisite: CIS 240M or CIS 279L or instructor

Security+ certification are emphasized. Recommended: CIS 240M; or CIS 279L. Audit available.	permission. Audit available.
Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion of this course the student should be able to: • Design, Install, and Administer a secure LAN consisting of the client and server computers. • Install and administer common Internet applications and various security tools. • Pass the CompTIA Security+ certification exam (not administered by PCC).	
Reason for change	

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CIS240M or CIS279L or instructor permission	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS286	Proposed prefix and number	
Current course title	Computer Forensics	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)
Computer Forensics Introduces computer security administrators to computer forensics. Topics include setup and use of an investigator's laboratory, computer investigations using digital evidence controls, processing crime and incident scenes, performing data acquisition,	Introduces computer security administrators to computer forensics. Includes setup and use of an investigator's laboratory, computer investigations using digital evidence controls, processing crime and incident scenes, performing data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness

computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness testimony. Maps to the IACIS certification. Recommend: CIS 240L or CIS 240M	testimony. Includes maps to the IACIS certification. Prerequisite: CS140U and either CIS 240L or CIS 240M, or instructor permission. Audit available.
Reason for change	change to prerequisite course

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
On successful completion of this course the student should be able to: Discuss and participate in incident response, computer forensics investigations, recovery of digital evidence, testimony on evidence, and reporting on computer investigations.	
Reason for change	

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

☐ Placement into: .			
prefix & number: CIS140U	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CIS 240L or CIS 240M	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Terry Foty	tfoty@pcc.edu	11/15/2012
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	11/15/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Interior Design	Submitter name Phone Email	Amanda Ferroggiaro (971) 722-4030
Current prefix and number	ID 121	Proposed prefix and number	
Current course title	Sustainable Materials for Residential Interiors	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	NO CHANGE		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Analysis and evaluates materials utilized in interior design including walls, ceilings, counters, accessories, and other products. Prerequisites: ID 120, WR 115 or placement into WR 121; MTH 20 or placement into MTH 60. Audit available.	This course covers the study of the environmental impact of materials used in residential interior design. This course seeks to teach students how to analyze and evaluate materials based on multiple types of criteria and information. Prerequisites (proposed): WR 115 or placement into WR 121; MTH 20 or placement into MTH 60. Audit available.

Reason for change	The current course description is unclear. The new course description is now accurate.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
On completion of this course the student should be able to: 1. Understand what qualifies a material to be labeled an environmentally low impact product. 2. Research, evaluate and apply environmentally responsible products to interior applications. 3. Develop resources of appropriate environmentally responsible products. 4. Develop critical thinking skills to identify 'green wash' versus environmentally responsible products.	NO CHANGE
Reason for change	NO CHANGE

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
■ Standard prerequisites - WR 115 or placement into WR 121; MTH 20.			
■ Placement into: “or placement into WR 121”, “or placement into MTH 60” .			
ID 120	■ 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 or placement into WR 121; MTH 20.			
■ Placement into: "or placement into WR 121", "or placement into MTH 60" .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☒ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	The removal of ID 120, Interior Products/ Materials as a prerequisite for ID 121 makes it easier for students of the Sustainable Building Certificate in ARCH department to take the course without seeking a prerequisite override. Elizabeth Metcalf has been consulted and approves this for the ARCH students.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Amanda Ferroggiaro	amanda.ferroggiaro@pcc.edu	1/13/2012
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	11/13/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Interior Design	Submitter name	Amanda Ferroggiaro
		Phone	(971) 722-4030
		Email	amanda.ferroggiaro1@pcc.edu
Current prefix and number	ID 133	Proposed prefix and number	
Current course title	Space Planning	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	N/A		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Studies functional and aesthetic design requirements in residential space planning, kitchens and storage spaces. Relates housing aspects to needs of individuals, families, and special groups. Prerequisites: ID 131 or ARCH 201, ARCH 110, ARCH 124, and placement into MTH 60 and WR 121.	NO CHANGE

Prerequisite/Concurrent: ARCH 100. Audit available.	
Reason for change	NO CHANGE

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
On completion of this course the student should be able to: 1. Use basic principles of spatial layout, and furniture planning to create well designed residential floor plans using architectural drafting skills that successfully meet the needs of a client's program 2. Use their knowledge of universal and accessible design to make others aware and incorporate these design concepts into their environment	NO CHANGE
Reason for change	NO CHANGE

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

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐			
■ Placement into: WR 121 and MTH 60 .			
ID 131 or ARCH 201	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 110	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 124	■ Prerequisite	☐ Corequisite	☐ pre/con

ARCH 100	☐ 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: WR 121 and MTH 60 .			
ID 131 or ARCH 161	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 125 or ARCH 126	☒ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 110	☒ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 124	☒ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 132	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☒ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Elizabeth Metcalf and Denise Roy, Co-Chairs for Architectural Design and Drafting have consulted me on this change. This new option, ID 131 OR ARCH 161 in the prerequisite list will benefit the ARCH students and simply the registration for this course.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Amanda Ferroggiaro	amanda.ferroggiaro1@pcc.edu	11/13/2012
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	11/13/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Interior Design	Submitter name Phone Email	Amanda Ferroggiaro
Current prefix and number	ID 135	Proposed prefix and number	
Current course title	Professional Practices for Interior Design	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	NO CHANGE		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Professional Practices for Designers Covers the business aspects of Design. Includes topics on ethics, contracts, licensing, ordering, client- designer relationships, costs, billing and fee structures, and legal considerations.	Professional Practices for Designers covers the business administration of the Interior Design profession. Includes topics on ethics, contracts, licensing, ordering, client- designer relationships, costs, billing structures, and legal considerations. Prerequisite: (proposed) Placement into

Prerequisites: (ID 132 or ID 133) AND placement into MTH 60.	MTH 60.
Reason for change	Currently students who are seeking the Interior Furnishings Certificate have had to get a prerequisite override for ID 132 or ID 133 to enroll in this course. ID 132 and ID 133 are not required for this certificate and it causes confusion for students.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A student who completes this class will: • Understand the role of goal and decision-making, time management and time keeping skills, service and ethics in the practice of interior design. • Identify the major ways to form a business and the essential counsel necessary in setting up a business. • Identify the licenses, permits, and other requirements for setting up a business in Oregon. • Describe the progression of paper flow of a project. • Understand methods for handling complaints, receiving and installing merchandise, handling freight and delivery, and working with trade sources. • Understand how to promote his/her services, develop clientele and how to handle the first meeting and client interview. • Understand the organization and use of job/project folders. • Understand and apply the range of discounts and methods of establishing a fee basis. • Understand industry terminology.	Upon completion of this class a student will be able to : 1. Demonstrate knowledge of business practices unique to the interior design profession. 2. Administer an understanding of interior design project administration, from inception and contract signing through to construction and implementation. 3. Demonstrate the ability to create a business plan.

Reason for change	Spelling mistake

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: MTH 60

ID 132 or ID 133	■ 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: MTH 60

REMOVED	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

☐ yes
☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Amanda Ferroggiaro	amanda.ferroggiaro1@pcc.edu	11.14.12
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	11.14.12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

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

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Advanced Interiors Creative problems in interior design intended to develop an analytical approach to interiors. Based upon individual projects and includes advanced presentation skills. Prerequisites: ID 121, 123, 132, 133, 138; ARCH 101, 111, 124, 127. Prerequisite/concurrent: ID 135.	This course is designed as a capstone experience to prepare the student if interior design to transition to the interior design field. It is taken at the end of the program prior to graduation. Students develop an individual, self-lead project from complete design schematics to presentation for a real client/ remodel. Prerequisites (proposed): ID 120, ID 121, ID 122, ID 123, ID 132, ID

Addendum: This course is designed as a capstone experience to prepare the student to transition to the interior design field, and is taken at the end of the program prior to graduation. Students typically participate in a team project to complete design schematics for a real client project.	133, ID 138, ID 230, ARCH 111, ARCH 121, ARCH 127. Co-requisites: ID 135, ID 236
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
On completion of this course the student should be able to: 1. Demonstrate the ability to communicate effectively with clients and classmates, both visually and verbally, utilizing diagrams, drawings, presentation materials, and client interviews and presentations. 2. Demonstrate the ability to work in teams to develop successful design solutions, negotiate differences and reach consensus, and meet project goals. 3. Develop design solutions that a. show competency in applying the elements and principles of design, color and pattern coordination, and appropriate use of materials and surfaces; b. create accurate architectural drawings including as-builts and remodel plans, elevations,	NO CHANGE

axonometrics, and perspectives; c. apply concepts of effective lighting design; and d. apply business principles related to budget, and pricing of design services. 4. Develop design solutions that demonstrate understanding of space and furniture planning concepts, and universal design where applicable.	
Reason for change	NO CHANGE

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
ID 121	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 123	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 132	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 133	■ Prerequisite	☐ Corequisite	☐ pre/con
ID 135	☐ Prerequisite	☐ Corequisite	■ pre/con
ID 138	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 101	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 111	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 124	■ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 127	■ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
ID 120	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 121	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 122	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 123	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 132	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 133	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 135	☐ Prerequisite	☐ Corequisite	☒ pre/con
ID 138	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 230	☒ Prerequisite	☐ Corequisite	☐ pre/con
ID 236	☐ Prerequisite	☐ Corequisite	☒ pre/con
ARCH 111	☒ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 121	☒ Prerequisite	☐ Corequisite	☐ pre/con
ARCH 127	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Elizabeth Metcalf was consulted regarding the removal of ARCH 101, Architectural Graphics from the list of prerequisite courses. ARCH 101 was removed from a required course for the AAS degree two years ago with Elizabeth Metcalf's consideration as well.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

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

Amanda Ferroggiaro		
SAC Administrative Liaison (type name)	Email	Date
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Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information			
Department:	Department of Trades and Industry	Submitter name phone and email	Richard Willebrand
Prefix and Course Number:	FMT 170	Credits:	3 Credits
Course Title: (60 characters max)	Solar Photovoltaic Panel Installation	Transcript Title (30 characters max)	Solar PV Panel Install
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ 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.		☐ Yes ☒ No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	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 . . . Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> . Include course recommendations in the description. (the field expands as needed)			
Covers types, components, and installation of Solar Photovoltaic modular arrays. Focuses on site assessment, structural stability, mounting options, overall design, and efficiency. Emphasizes residential design and installation. Follows National Electrical Code, state and city building code requirements.			
Addendum to course description:			
Introduces the considerations for Solar Photovoltaic panel array installations. Successful completion of this course does not replace licensing requirements by local, state, and city authorities. Complete installation of Solar Photovoltaic modular arrays requires the correct Oregon Electrical License.			

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: APR 101 or APR 121 or FMT 111 or Department Permission	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes .	
Outcomes: (Use observable and measurable verbs)	• Site and align Solar Photovoltaic modular arrays • Apply different mounting options to Solar Photovoltaic modular arrays • Apply the practices of the National Electric Code and state and city building codes, to the installation and wiring of Solar Photovoltaic modular arrays • Work safely on and around Solar Photovoltaic modular arrays
Course activities and design: (from CCOG)	After an introduction to basic electrical theory, power generation and distribution, safety guidelines, and licensing requirements, students will explore the principles of site assessment, solar window, array angle, array mounting options, grid tie, grid tie with battery, and stand-alone Solar Photovoltaic modular arrays and their components coupled with appropriate hands on opportunities in the classroom/lab.
Outcomes assessment strategies: (from CCOG)	Students will complete a whole class project working a site scenario from start to finish of a residential grid-tie Solar Photovoltaic system that includes assessing the site, designing the system, choosing an appropriate mounting option, and applying the National Electrical, Code, state and city codes to the installation and wiring of the system.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Basic electrical theory and power distribution 2. Types of Solar Photovoltaic systems and renewable electrical energy sources 3. Electrical and construction safety 4. Overall site assessment and array angle 5. Grid tie, Grid tie with battery backup, and stand-alone systems 6. Solar Photovoltaic system components 7. Array mounting options 8. Residential systems 9. Requirements of the National Electrical Code and state and local codes 10. Whole class Solar Photovoltaic project

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.	• Meet the requirements of the PCC National Science Foundation Grant

	- Position our curriculum for a future Limited Renewable Energy Oregon Electrical License Apprenticeship Program, an initiative in our recent Program Review. - Provide training for Facilities Maintenance Technology students in the maintenance of the Solar Photovoltaic Systems now being installed on Commercial Buildings or Facilities
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	☒ Yes ☐ No
Name of certificate(s):	Less than one-year Certificate: Facilities Maintenance Technology
Name of degree(s):	AAS: Facilities Maintenance Technology
Will this new course be part of a new, proposed PCC certificate or degree?	☐ Yes ☒ No
Name of new certificate(s):	
Name of new degree(s):	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It will be a 3 Credit Elective Course

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	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

Is there any potential impact on another department of campus?

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

No

Implementation term:

☒ Next available term after approval

☐ Specific term AFTER next available:

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

Section # 4 Department Review

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

SAC Chair	Email	Date
Richard Willebrand	rwillebr@pcc.edu	11/15/2012
SAC Administrative Liaison	Email	Date
Dan Wenger: Division Dean of Arts and Professions, Cascade Campus	dan.wenger1@pcc.edu	11/15/2012

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D275	# Credits:	4
Course Title: (60 characters max)	Dance and Hip Hop Culture	Transcript Title (30 characters max)	Dance and Hip Hop Culture
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	☐
	Audit in consultation with faculty	x	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "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

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

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

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

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

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

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

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

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Implementation term:	☐ Next available term after approval ☒ 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 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 281	Proposed prefix and number	
Current course title	Profess Activities: Wt Training	Proposed title (60 characters max)	Professional Activities: Weight Training
# Credits	2	Proposed transcript title (30 characters max)	Pro Act: Weight Training
Reason for title change	Course title change was approved 12/2010 Curriculum meeting but has not been changed online.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Provides students will the skills, knowledge, and abilities to design individual strength training programs for a variety of participants. Emphasis is placed on lifting techniques, systems of strength training, resistance training programming, and basic	Provides students will the skills, knowledge, and abilities to describe and safely demonstrate a progression of resistance training exercises for all major muscle groups designed to improve muscular fitness. Emphasizes identifying and utilizing training principles for enhanced muscular fitness and proper

teaching methodology. Prerequisite: PE 181A, 181B, or 181C; and FT 131 or instructor approval. Audit available.	technique on a wide variety of resistance training exercises. Prerequisite: PE 181A, 181B, or 181C; and FT 131 or instructor approval. Audit available.
Reason for change	More accurately describes the course being taught.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Teach safe, effective lifting techniques for every major muscle group. B. Use a variety of safe, effective, and appropriate strength training methods when training clients. C. Utilize proper terminology to describe direction, location, function and action of the human body. D. Create and present lessons utilizing proper resistance training techniques. E. Describe and analyze various resistance training assessments, equipment and programs. F. Teach an individualized, comprehensive, and safe resistance training program.	A. Demonstrate safe, effective lifting techniques for every major muscle group when training clients. B. Describe various resistance training methods, principles, equipment and assessments. C. Utilize proper terminology to describe direction, location, function and action of the human body. D. Lead safe, effective, and comprehensive resistance training sessions.
Reason for change	The course content has changed due to changing student needs within the program. The proposed outcomes are more in line with what is being taught in the course.

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

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

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

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 282a	Proposed prefix and number	
Current course title	Prof Act: Group Fitness	Proposed title (60 characters max)	Professional Activities: Group Fitness
# Credits	1 (proposed change to 2)	Proposed transcript title (30 characters max)	Pro Act: Group Fitness
Reason for title change	Course title change was approved 12/2010 Curriculum meeting but has not been changed online.		

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 fitness instruction and leadership for group fitness classes. Covers components of group fitness classes, styles of group exercise, and teaching methods. Corequisites: PE 162B, 162G, 182A, 182B, 182F, 182X, 182Y, 182Z, or instructor permission. Required: Current fitness	Explores fitness instruction and leadership for group fitness classes. Covers components of group fitness classes, styles of group exercise, and teaching methods. Required: Current fitness technology student or instructor permission. Audit available.

technology student or instructor permission. Audit available.	
Reason for change	Deleting statement about corequisites.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Design and deliver appropriate fitness assessments and group fitness classes for healthy client populations. B. Implement quality teaching methods when instructing group fitness classes. C. Educate others about how group fitness classes play a role in lifelong health and fitness.	A. Design and deliver appropriate fitness assessments and group fitness classes for healthy client populations. B. Implement quality teaching methods when instructing group fitness classes. C. Educate others about how group fitness classes play a role in lifelong health and fitness. D. Utilize and enhance group fitness programming and teaching strategies learned through critical analysis of professionals in the industry.
Reason for change	The course content has changed due to changing student needs within the program. Deleting the corequisite and changing this course to 2 credits means that additional outcomes were needed to address the goals of the course and student outcomes for the Fitness Technology program.

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: Corequisites: PE 162B, 162G, 182A, 182B, 182F, 182X, 182Y, 182Z, or instructor permission.	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: Required: Current fitness technology student or instructor permission.	☒ 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: Required: Current fitness technology student or instructor permission.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 282b	Proposed prefix and number	
Current course title	Professional Activities: Special Populations	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores fitness instruction and leadership for special populations. Provides tools and knowledge needed to design fitness training programs for special populations (individuals or groups). Explores the wide range of abilities and needs in individuals within special population	Explores fitness instruction and leadership for older adult populations. Provides tools and knowledge needed to design fitness training programs for healthy older individuals and groups. Explores the wide range of abilities and needs in individuals within older population

groups and provides appropriate exercise program modifications when necessary through observation, participation, and service learning activities. Required: Current fitness technology student or instructor permission. Audit available.	groups and provides appropriate exercise program modifications when necessary through observation, participation, and service learning activities. Prerequisite: FT 202 or instructor permission. Audit available.
Reason for change	Changing to add the prerequisite and add the older adult focus to the course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Explore employment opportunities for fitness instruction in special populations. B. Apply knowledge about fitness assessments, fitness programs, and modifications for special populations to fitness program design for a special population client. C. Implement quality and appropriate teaching methods when instructing fitness activities in a special population.	A. Explore employment opportunities for fitness instruction in healthy older adult populations. B. Apply knowledge about fitness assessments, fitness programs, and modifications for older adults to fitness program design for older clients. C. Implement quality and appropriate teaching methods when instructing fitness activities for healthy older adults.
Reason for change	The course content has changed due to a change in the Healthy Older Adult Fitness pathways certificate in 2011-2012. This is now a required course in the certificate. The FT 202 course cannot accommodate the fitness assessment and programming content. That learning outcome was taken out of FT 202 and is incorporated into the learning objectives above.

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: Required: Current fitness technology student or instructor permission.	☒ 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: FT 202 or instructor permission.	☒ 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	An elective for Gerontology students. Gerontology department was part of the curriculum change to the HOAF Pathways Certificate in 2011-2012.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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 th 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
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Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 283	Proposed prefix and number	
Current course title	Professional Activities: Mind-Body Disciplines	Proposed title (60 characters max)	
# Credits	1 (proposed change to 2)	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores fitness instruction and leadership in selected modalities within the Mind-Body Disciplines. Examines key principles of the Mind-Body Disciplines and integrates them into a conventional exercise setting. Corequisites: PE 182I, PE 182J, PE 182K, PE 182L, PE 182S, PE	Explores fitness instruction and leadership in selected modalities within the Mind-Body Disciplines. Examines key principles of the Mind-Body Disciplines and integrates them into a conventional exercise setting. Required: Current Fitness Technology Student or instructor

182G, PE 182P, or PE 182U, or instructor permission. Required: Current Fitness Technology Student or instructor approval. Audit available.	approval. Audit available.
Reason for change	Deleting statement about corequisites.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Explore employment opportunities for the Mind-Body Disciplines in the fitness industry. B. Apply mind-body principles and teaching methods to fitness programming and group fitness classes. C. Develop and teach a routine in one of the traditional or contemporary Mind-Body Disciplines.	A. Explore employment opportunities for the Mind-Body Disciplines in the fitness industry. B. Apply mind-body principles and teaching methods to fitness programming and group fitness classes. C. Develop and teach a routine in one of the traditional or contemporary Mind-Body Disciplines. D. Utilize and enhance mind-body programming and teaching strategies learned through critical analysis of professionals in the industry.
Reason for change	The course content has changed due to changing student needs within the program. Deleting the corequisite and changing this course to 2 credits means that additional outcomes were needed to address the goals of the course and student outcomes for the Fitness Technology program.

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: Corequisites: PE 182I, PE 182J, PE 182K, PE 182L, PE 182S, PE 182G, PE 182P, or PE 182U, or instructor permission.	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: Required: Current Fitness Technology Student or instructor approval.	☒ 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: Required: Current fitness technology student or instructor permission.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 287	Proposed prefix and number	
Current course title	Professional Activities: Aquatics	Proposed title (60 characters max)	
# Credits	1 (proposed change to 2)	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores fitness instruction and leadership in the field of aquatics. Incorporates principles of hydrodynamics and exercise to achieve total fitness. Corequisites: PE 180A, PE 180B, PE 180C, PE 180G, PE 180H, PE 180K, or instructor permission. Required: Current Fitness	Explores fitness instruction and leadership in the field of aquatics. Incorporates principles of hydrodynamics and exercise to achieve total fitness. Required: Current Fitness Technology Student or instructor approval. Audit available.

Technology Student or instructor approval. Audit available.	
Reason for change	Deleting statement about corequisites.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Explore aquatic fitness employment opportunities. B. Apply knowledge of exercise science and hydrodynamics to aquatic exercise. C. Model quality aquatic instruction principles when teaching aquatic exercise to clients. D. Design and implement aquatic exercise programming.	A. Explore aquatic fitness employment opportunities. B. Apply knowledge of exercise science and hydrodynamics to aquatic exercise. C. Model quality aquatic instruction principles when teaching aquatic exercise to clients. D. Design and implement aquatic exercise programming. E. Utilize and enhance aquatic programming and teaching strategies learned through critical analysis of professionals in the industry.
Reason for change	The course content has changed due to changing student needs within the program. Deleting the corequisite and changing this course to 2 credits means that additional outcomes were needed to address the goals of the course and student outcomes for the Fitness Technology program.

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: Corequisites: PE 180A, PE 180B, PE 180C, PE 180G, PE 180H, PE 180K, or instructor permission.	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: Required: Current Fitness Technology Student or instructor approval.	☒ 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: Required: Current fitness technology student or instructor permission.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	PE 288	Proposed prefix and number	
Current course title	Professional Activities: Team Sports Training	Proposed title (60 characters max)	
# Credits	1 (proposed change to 2)	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores fitness instruction and leadership in team sports. Covers components of coaching team sports and skill-related physical fitness such as: progressions and techniques of practice format, sport specific drills, plyometrics, speed-agility-quickness coaching strategies and	Explores fitness instruction and leadership in team sports. Covers components of coaching team sports and skill-related physical fitness such as: progressions and techniques of practice format, sport specific drills, plyometrics, speed-agility-quickness coaching strategies and

methodology. Corequisite: PE 182V, PE 185A, PE 185B, PE 185C, PE 185D, PE 185E, PE 185F, PE 185G, PE 185H, PE 185I, PE 185J, PE 185K, PE 185L, PE 185M, PE 185N, or instructor permission. Required: Current Fitness Technology Student or instructor approval. Audit available.	methodology. Required: Current Fitness Technology Student or instructor approval. Audit available.
Reason for change	Deleting statement about corequisites.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Design and implement a team sport practice session for healthy populations. B. Observe and evaluate coaching styles, including coaching objectives and philosophy. C. Apply current research and industry standards to programs that develop skill-related health and fitness in athletes.	A. Design and implement a team sport practice session for healthy populations. B. Observe and evaluate coaching styles, including coaching objectives and philosophy. C. Apply current research and industry standards to programs that develop skill-related health and fitness in athletes. D. Utilize and enhance team sports programming and teaching strategies learned through critical analysis of professionals in the industry.
Reason for change	The course content has changed due to changing student needs within the program. Deleting the corequisite and changing this course to 2 credits means that additional outcomes were needed to address the goals of the course and student outcomes for the Fitness Technology program.

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: Corequisite: PE 182V, PE 185A, PE 185B, PE 185C, PE 185D, PE 185E, PE 185F, PE 185G, PE 185H, PE 185I, PE 185J, PE 185K, PE 185L, PE 185M, PE 185N, or instructor permission.

☐ Prerequisite

☒ Corequisite

☐ pre/con

prefix & number: Required: Current Fitness Technology Student or instructor approval.

☒ 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: Required: Current fitness technology student or instructor permission.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Course prefix and number	PE 281	Course title	Professional Activities: Weight Training

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	10	Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	40	Total contact hours/term	40
Total credits	2	Total credits	2
Reason for change:	This course needs a more flexible format for lecture and lab hours to meet the course outcomes.		

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

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

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

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

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

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

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Course prefix and number	PE 282a	Course title	Professional Activities: Group Fitness

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	30	Total contact hours/term	40
Total credits	1	Total credits	2
Reason for change:	Course outcomes are better met by eliminating the corequisite and increasing this course to 2 credits of Lecture/Lab. No total credit changes to the Fitness Technology Certificate or AAS Degree.		

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

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

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

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

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

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

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Course prefix and number	PE 282b	Course title	Professional Activities: Special Populations

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	60	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	2	Total credits	2
Reason for change:	Course outcomes can only be met with lecture hours included in the course. All Professional Activities courses are being changed to Lecture/Lab classification.		

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

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

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

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

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

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

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Course prefix and number	PE 283	Course title	Professional Activities: Mind-Body Disciplines

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	30	Total contact hours/term	40
Total credits	1	Total credits	2

Reason for change: Course outcomes are better met by eliminating the corequisite and increasing this course to 2 credits of Lecture/Lab. No total credit changes to the Fitness Technology Certificate or AAS Degree.

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

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

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

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

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

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

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

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Course prefix and number	PE 287	Course title	Professional Activities: Aquatics

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	30	Total contact hours/term	40
Total credits	1	Total credits	2
Reason for change:	Course outcomes are better met by eliminating the corequisite and increasing this course to 2 credits of Lecture/Lab. No total credit changes to the Fitness Technology Certificate or AAS Degree.		

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

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

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

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

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

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fitness Technology	Submitter name, phone, and email	Tanya Littrell X4043 tanya.littrell@pcc.edu
Course prefix and number	PE 288	Course title	Professional Activities: Team Sports Training

Contact and Credit Hours

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	30	Total contact hours/term	40
Total credits	1	Total credits	2
Reason for change:	Course outcomes are better met by eliminating the corequisite and increasing this course to 2 credits of Lecture/Lab. No total credit changes to the Fitness Technology Certificate or AAS Degree.		

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

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

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

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

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

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

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fitness Technology	Submitter name	Tanya Littrell
		Phone	X4043
		Email	tanya.littrell@pcc.edu
Current prefix and number	FT 202	Proposed prefix and number	
Current course title	Fitness and Aging	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores physiological aspects of aging as applied to fitness and exercise. Prerequisites: HPE 295 and FT 131, or instructor approval. Audit available.	

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
A. Apply basic exercise physiology principles when working with an aging population. B. Analyze the trends and research in fitness and aging to make informed decisions regarding exercise testing and programming for older adults. C. Alter exercise programs and fitness testing protocols as needed for an older population. D. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults.	A. Apply basic exercise physiology principles when working with an aging population. B. Analyze the trends and research in fitness and aging to make informed decisions regarding exercise testing and programming for older adults. C. Solve problems, adapt to new situations, and communicate knowledge effectively when working with older adults.
Reason for change	The lecture only format course did not allow for the students to adequately meet the old Outcome C (Alter exercise programs and fitness testing protocols as needed for an older population). That outcome has been moved into another course to facilitate student learning and success in the workplace.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	An elective for Gerontology students. Gerontology department was part of the curriculum change to the HOAF Pathways Certificate in 2011-2012.
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Tanya Littrell	tanya.littrell@pcc.edu	11-16-12
SAC Administrative Liaison (type name)	Email	Date
Jennifer Piper	jennifer.piper1@pcc.edu	11-16-12
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 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Levi Query 971-722-5519 lquery@pcc.edu
Course Prefix and Number:	PE 295	# Credits:	1
Course Title: 60 characters max	Health and Fitness for Life Lab	Transcript Title (30 characters max)	Health and Fitness for Life Lab
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours: PER TERM	Lecture:0 Lec/lab:0 Lab: 30
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☒	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title 	
Course fee: Identify only fees that are above and beyond the usual PCC fees	\$12		
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Explores the interrelationship of the five components of physical fitness, basic nutrition concepts, and stress management activities to increase individual health and wellness through lab sessions, fitness assessments, and fitness program development. Corequisite: HE 295		

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: HE 295	☐ Prerequisite	☒ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	In this course students evaluate their personal health status. They will participate in all five components of wellness during the class and experience their interconnection. Health and Fitness Lab is a transferable course. Students must simultaneously enroll in HE 295 lecture. Lab sections are available for students with disabilities.
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Evaluate their fitness 2. Make informed choices in choosing exercise programs to maintain or improve their levels in the five components of physical fitness. 3. To make informed lifestyle choices that will maintain their physical fitness throughout their life.
Course activities and design: (from CCOG)	• Improve physical condition and personal wellness • Ability to design a lifelong fitness program
Outcomes assessment strategies:	• Pre-testing and post-testing of physical fitness • Records, journals or portfolios documenting activities and progression • Document consistent participation in a variety of activities • Presentation of personal fitness program (written report, demonstrations)
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	• Benefits and principles of cardiovascular fitness • Benefits and principles of muscular strength and endurance training • Benefits and principles of flexibility training • Benefits and principles of body composition • General safety issues in fitness programs

Reason for the new course	To align course prefix with a designated SAC; Replaces HPE 295 beginning Fall 2013. This is a team effort between HE and PE SACs with DOI support.

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Replaces HPE 295 in ASOT, AS and specific AAS degrees where this course is a requirement.	# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available Summer 2013

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Health	Submitter name Phone Email	Susanne Christopher 971.722.6269
Course Prefix and Number:	HE 295	# Credits:	2
Course Title: (60 characters max)	Health and Fitness for Life	Transcript Title (30 characters max)	Health and Fitness for Life
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title With PE 295 it replaces HPE 295
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	X	X
	Pass/No pass	X	☐
	Audit in consultation with faculty	X	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Explores the interrelationship of the five components of physical fitness, nutrition and stress management concepts and activities to increase individual health and wellness. Corequisite: PE 295.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: PE 295	☐ Prerequisite	☒ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Apply behavior change theories to assess and self-reflect on health and fitness status Apply and evaluate wellness concepts that promote health and fitness Explore activity options to maintain and/or improve lifelong health and fitness
Course activities and design: (from CCOG)	Apply decision making skills to fitness and health concepts Apply fitness concepts to the wellness dimensions Improve physical condition and personal wellness Ability to design a lifelong fitness program
Outcomes assessment strategies:	Wellness Assessment Behavior change project Nutrition assessment Written examinations Critical analysis of material Case Studies
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Cardiovascular health and disease • Benefits and principles of cardiovascular fitness • Benefits and principles of muscular strength and endurance training • Ergogenic aids • Benefits and principles of flexibility training • Benefits and principles of body composition • Benefits and principles of stress management • General safety issues in fitness programs • Components and principles of behavior change

	• Principles of healthful nutrition • Media Literacy • Decision making criteria and process • Health Behavior Gap
Reason for the new course	Align course prefix with a designated SAC; replaces HPE 295 beginning Fall 2013. This is a team effort between HE and PE SACs with DOI support.

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

Section #3 Additional Information for new LDC courses

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

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Replaces HPE 295 in AAOT, AS, and specific AAS degrees where this course is a requirement	# 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; replaces HPE 295	

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available Summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Susanne Christopher	schrsto@pcc.edu
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 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	MSD	Submitter name	Rebecca Robinson
		Phone	6147
		Email	Rebecca.robinson@pcc.edu
Current prefix and number	MSD 198A	Proposed prefix and number	MSD 138A
Current course title	Male/Female Communication Differences	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change	Changing course number to permanent number. Course has been offered consistently for over 10 years under the 198A number.		

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)
Understanding the other's ways of talking is a giant leap across the communication gap between women and men and a giant step toward opening lines of communication.	Examines perception of male and female stereotypes as they affect building rapport in work relationships. Includes ways to modify personal belief systems to incorporate appreciation and respect, and increasing sensitivity to create better work relationships.

Reason for change	Updating language as part of Program Review analysis.

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
- Use an understanding of perception and stereotypes to build rapport in work and personal relationships. - Modify personal belief system to incorporate appreciation and respect for male and female communication style differences. - Use sensitivity in presenting and interpreting nonverbal signals to create better work and personal relationships.	- Use an understanding of perception and stereotypes to build rapport in work and personal relationships. - Modify personal belief system to incorporate appreciation and respect for male and female communication style differences. - Use sensitivity in presenting and interpreting nonverbal signals to create better work and personal relationships.

Reason for change	Correcting spelling.

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	N/A
Implementation term	☐ Next available term after approval ☒ Specify term (if AFTER the next available term) Spring 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	MSD	Submitter name	Rebecca Robinson
		Phone	6147
		Email	Rebecca.robinson@pcc.edu
Current prefix and number	MSD 198B	Proposed prefix and number	MSD 138B
Current course title	Exploring the 7 Habits of Highly Effective People	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change	Changing course number to permanent number. Course has been offered consistently for over 10 years under the 198B number.		

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)
Each of Dr. Covey's 7 Habits is rich in life-helpful ideas. This class explains how to apply them to your day. Practical tips on stress control, conflict resolution, time management and communication are discussed. Audit available.	Examines a comprehensive approach for increasing personal and professional effectiveness in leadership roles. Explores time tested strategies for principle based decision making, managing priorities, and building resilient relationships.

Reason for change	Updating language as part of Program Review analysis.

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
Develop an action plan to apply several of the 7 habits to issues of importance to you	Apply 7 Habits “effectiveness” practices & planning to improve results. Incorporate specific 7 Habit practices into daily schedule for continuous self-renewal.
Reason for change	Updating language to describe what students will be able to do “out there,” rather than in class.

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this	

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	N/A

Implementation term	☐ Next available term after approval Spring 2013 ☒ Specify term (if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

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

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

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

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

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Students will gain understanding of the growth and developmental stages of toddlers and rate this information to their own children. 2. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 3. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline.	1. Students will gain understanding of the growth and developmental stages of toddlers and rate this information to their own children. 2. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline. 3. Students will understand toddler behavior as it relates to the child's overall development, and will become aware of positive guidance options and discipline.
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☒ Next available term after approval

☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Andrew Garland-Forshee	andrew.forshee15@pcc.edu	10/26/2012
SAC Administrative Liaison (type name)	Email	Date
Jen Piper	jennifer.piper1@pcc.edu	10/26/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geology	Submitter name	Karen R. Carroll
		Phone	971-722-3434
		Email	karen.carroll2@pcc.edu
Current prefix and number	G 161	Proposed prefix and number	
Current course title	Geology: Malheur Region	Proposed title (60 characters max)	Geology: Great Basin
# Credits	2	Proposed transcript title (30 characters max)	Geology: Great Basin/Cascades
Reason for title change	By changing the name to Great Basin, it gives instructors more flexibility in choosing the specific locations for this field class		

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 field trip experience is designed to introduce the relationships between the biology and geology of the Malheur geographical area. Geology: Malheur Region (G161) is a one-term course that explores the geologic history of the Malheur	Introduces the relationships between the biology and geology of the Great Basin and/or Cascades geographical area. Explores the geologic history of the Great Basin and/or Cascades geographical areas and the relationships between geology and the plants and animals of these areas. Includes a four-day field

and Great Basin geographical areas and the relationships between geology and the plants and animals of these areas. Students will go on a four-day field trip to Malheur to get hands-on experience of concepts covered in the lecture portion of the class.	trip to the Great Basin and/or Cascades geographical area for field experience of concepts covered in the lecture portion of the class.
Reason for change	Changing the description to eliminate Malheur and include Great Basin and/or Cascades allows more flexibility for instructors to choose the specific locations for this field class.

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
After completion of this course, students will: A. Understand the basic geological processes that formed this region and the impact this geology has on the biological organisms found here B. Be able to use scientific field research equipment C. Have the ability to communicate scientific concepts effectively through written and oral reports D. Be prepared for future study in geology or related fields	
Reason for change	

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	6/11/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	10/11/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Current prefix and number	G200	Proposed prefix and number	G200A
Current course title	Field Studies	Proposed title (60 characters max)	Geology Field Studies
# Credits	2	Proposed transcript title (30 characters max)	Geology Field Studies
Reason for title change	Increase descriptive content.		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Students may repeat for credit with different sites. Prerequisite/concurrent: G 201 or G202 or G203 or GS106 or instructor permission.	Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Prior geology experience recommended.

Reason for change	No longer repeatable. The prerequisite/concurrent requirement roadblocked students limiting enrollment. This course may possibly be run in conjunction with BI200A which has no prerequisites.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
After completion of this course, students will: - understand the basic geological processes that formed the geologic site covered during the course - be able to use scientific field research equipment (equipment varies by site) - have the ability to communicate scientific concepts effectively through written and oral reports - be prepared for future study in geology or related fields	Upon completing this course, students should be able to: A. appreciate the geologic history of a field area by combining site specific content knowledge with basic first-hand exposure to the site itself B. use field research equipment to collect scientifically valid observations and data C. connect current environmental and/or land use concerns affecting the study area to the geologic history of the study area D. communicate geologic concepts effectively using maps and diagrams in written and/or oral formats.
Reason for change	Continual improvement....

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: G201 or G202 or G203 or GS106	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Course Prefix and Number:	G200B	# Credits:	4
Course Title: (60 characters max)	Geology Field Studies	Transcript Title (30 characters max)	Geology Field Studies
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 80 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☒	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☐	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Prior geology experience recommended.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completing this course, students should be able to: A. appreciate the geologic history of a field area by combining site specific content knowledge with moderate first-hand exposure to the site itself B. use field research equipment to collect scientifically valid observations and data C. connect current environmental and/or land use concerns affecting the study area to the geologic history of the study area D. communicate geologic concepts effectively using maps and diagrams in written and/or oral formats.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	

Reason for the new course	Existing G200 is repeatable and variable credit, have split it into G200A, G200B, G200C and G200D which are non-repeatable and fixed credit.

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at	No.	

PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes, Discussions with several members from the BI SAC revealed that these changes would have minimal to no impact on the biology program.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Melinda Hutson	mhutson@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Course Prefix and Number:	G200C	# Credits:	6
Course Title: (60 characters max)	Geology Field Studies	Transcript Title (30 characters max)	Geology Field Studies
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 120 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☒	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☐	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Prior geology experience recommended.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completing this course, students should be able to: A. appreciate the geologic history of a field area by combining site specific content knowledge with heavy first-hand exposure to the site itself B. use field research equipment to collect scientifically valid observations and data C. connect current environmental and/or land use concerns affecting the study area to the geologic history of the study area D. communicate geologic concepts effectively using maps and diagrams in written and/or oral formats.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	

Reason for the new course	Existing G200 is repeatable and variable credit, have split it into G200A, G200B, G200C and G200D which are non-repeatable and fixed credit.

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at	No.	

PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes, Discussions with several members from the BI SAC revealed that these changes would have minimal to no impact on the biology program.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Melinda Hutson	mhutson@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Course Prefix and Number:	G200D	# Credits:	1
Course Title: (60 characters max)	Geology Field Studies	Transcript Title (30 characters max)	Geology Field Studies
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☒	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☐	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces basic concepts in geology through field experience. Includes both lecture and field components. Content varies based on site location. Prior geology experience recommended.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	Upon completing this course, students should be able to: A. appreciate the geologic history of a field area by combining site specific content knowledge with limited first-hand exposure to the site itself B. use field research equipment to collect scientifically valid observations and data C. connect current environmental and/or land use concerns affecting the study area to the geologic history of the study area D. communicate geologic concepts effectively using maps and diagrams in written and/or oral formats.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	

Reason for the new course	Existing G200 is repeatable and variable credit, have split it into G200A, G200B, G200C and G200D which are non-repeatable and fixed credit.

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at	No.	

PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes, Discussions with several members from the BI SAC revealed that these changes would have minimal to no impact on the biology program.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Melinda Hutson	mhutson@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G201	Proposed prefix and number	
Current course title	Physical Geology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces physical geology which deals with minerals, rocks, internal structure of the earth and plate tectonics. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively,	A student who successfully completes this course should be able to: 1. Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.	
Reason for change	Minor change to outcome 4 from “Make field based observations... to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and	

guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G202	Proposed prefix and number	
Current course title	Physical Geology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces physical geology which deals with mass wasting, streams, glaciers, deserts, beaches, groundwater, and use of topographic maps. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test scores. Audit available	

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
A student who successfully completes this course should be able to: 1. Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms. 2. Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the	A student who successfully completes this course should be able to: 1. Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms. 2. Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically

efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.	robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations...” to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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

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

☐ Placement into: .

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

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

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

☐ yes
☒ no

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require

this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G203	Proposed prefix and number	
Current course title	Historical Geology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces historical geology which deals with geologic time, fossils, stratigraphic principles, and the geologic history of the North American continent. Includes weekly lab. G201 or G202 or GS106 strongly recommended. Prerequisite: WR 115, RD 115	

and MTH 95 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
A student who successfully completes this course should be able to: 1. Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas. 2. Analyze how relative and absolute dating have been used to construct and refine the geological time scale. 3. Use their understanding of earth systems and biological evolution to explain major events in the geologic record. 4. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy. 5. Make field based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with of current models of earth history identifying areas of congruence and	A student who successfully completes this course should be able to: 1. Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas. 2. Analyze how relative and absolute dating have been used to construct and refine the geological time scale. 3. Use their understanding of earth systems and biological evolution to explain major events in the geologic record. 4. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy. 5. Make field and laboratory based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with of current models of earth history identifying areas of congruence and discrepancy. 6. Assess the contributions of historical

discrepancy. 6. Assess the contributions of historical geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural context.	geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural context.
Reason for change	Minor change to outcome 5 from “Make field based observations... to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G207	Proposed prefix and number	
Current course title	Geology of the Pacific Northwest	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the regional geology of the Pacific Northwest with emphasis on Oregon geology. Includes basic geologic principles, earth materials and geology of Pacific Northwest provinces. Prior geology experience strongly recommended. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test	

scores. Audit available.	
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
A student who successfully completes this course should be able to: 1. Use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest. 2. Use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes. 3. Access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and	A student who successfully completes this course should be able to: 1. Use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest. 2. Use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes. 3. Access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with

measurements, and compare the results with current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by the geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context.	current models of geological processes affecting the Pacific Northwest identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by the geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations... to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G208	Proposed prefix and number	
Current course title	Volcanoes and Their Activity	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the origin, activity, products, classification and hazards of volcanoes. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth’s volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits. 3. Access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively,	A student who successfully completes this course should be able to: 1. Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth’s volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits. 3. Access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by

to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of volcanology to our evolving understanding of global change and sustainability while placing the development of volcanology in its historical and cultural context.	volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of volcanology to our evolving understanding of global change and sustainability while placing the development of volcanology in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations... to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this	

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

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G209	Proposed prefix and number	
Current course title	Earthquakes	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the nature and origin of earthquakes, the characteristics of seismic waves, how earthquakes are measured, the hazards of earthquakes and the historical and geological record of earthquakes. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of rock mechanics, paleoseismology, and the elastic rebound theory to infer the probability that an area will be seismically active. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake activity. 3. Access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models of seismic processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earthquakes and landforms associated with earthquakes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to	A student who successfully completes this course should be able to: 1. Use an understanding of rock mechanics, paleoseismology, and the elastic rebound theory to infer the probability that an area will be seismically active. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake activity. 3. Access information related to seismology from a variety of sources, evaluate the quality of this information, and compare this information with current models of seismic processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of earthquakes and landforms associated with earthquakes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of seismic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of seismology to our evolving understanding of global change and sustainability while placing the development of seismology in its historical and cultural context.	6. Assess the contributions of seismology to our evolving understanding of global change and sustainability while placing the development of seismology in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations...” to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	G291	Proposed prefix and number	
Current course title	Elements of Rocks and Minerals	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the study of rocks and minerals that includes their classification, origin and identification. Recommended for persons interested in rock and mineral collecting, mining and prospecting. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 95 or equivalent placement test scores. Audit	

available.	
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
A student who successfully completes this course should be able to: 1. Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the occurrence and associations of common rocks, minerals, and economic deposits. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy.	A student who successfully completes this course should be able to: 1. Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens. 2. Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the occurrence and associations of common rocks, minerals, and economic deposits. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of rock and mineral forming processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of rocks and minerals, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of rock and mineral forming processes, identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively

5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the economic and environmental benefits and risks of rock and mineral utilization both to themselves and society as a whole, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of mineralogy and petrology to our evolving understanding of global change and sustainability while placing the development of the study and utilization of rocks and minerals in its historical and cultural context.	communicate the results of this analysis to their peers. 6. Assess the contributions of mineralogy and petrology to our evolving understanding of global change and sustainability while placing the development of the study and utilization of rocks and minerals in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations...” to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this	

requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Course Prefix and Number:	G298A	# Credits:	1
Course Title: (60 characters max)	Geology Independent Study	Transcript Title (30 characters max)	Geology Independent Study
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 12 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☐	☐	
Pass/No pass	☒	☒	
Audit in consultation with faculty	☐	☐	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity to work independently on an individualized area of study within geology under the sponsorship of geology faculty. Prerequisites: Instructor permission.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: Instructor permission	☒ 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)	A. apply the scientific method to research a geology topic mutually agreed upon by the student and instructor B. explicate a geology topic so that it can be effectively researched in the scientific literature C. conduct a search of the scientific literature to investigate an earth science topic D. evaluate how a geology topic connects with current environmental and/or global change and/or sustainability concerns E. communicate the results of geology research effectively using maps and/or diagrams in written and/or oral formats.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	

Reason for the new course	Provide students with an opportunity to gain credit for independent research.

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
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	KCC G298 Independent Study: Geology SOCC G298 Independent Study in Geology
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in	No.

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.	No.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Melinda Hutson	mhutson@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Course Prefix and Number:	G298B	# Credits:	2
Course Title: (60 characters max)	Geology Independent Study	Transcript Title (30 characters max)	Geology Independent Study
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 24 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☐	☐
	Pass/No pass	☒	☒
	Audit in consultation with faculty	☐	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity to work independently on an individualized area of study within geology under the sponsorship of geology faculty. Prerequisites: Instructor permission.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: Instructor permission	☒ 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)	A. apply the scientific method to research a geology topic mutually agreed upon by the student and instructor B. develop a geology research question by outlining a plausible research strategy and evaluating its feasibility C. evaluate how a geology topic connects with current environmental and/or global change and/or sustainability concerns D. communicate the results of geology research effectively using maps and/or diagrams in written and/or oral formats.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	

Reason for the new course	Provide students with an opportunity to gain credit for independent research.

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
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	KCC G298 Independent Study: Geology SOCC G298 Independent Study in Geology
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in	No.

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.	No.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Melinda Hutson	mhutson@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Course Prefix and Number:	G298C	# Credits:	4
Course Title: (60 characters max)	Geology Independent Study	Transcript Title (30 characters max)	Geology Independent Study
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 80 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☐	☐	
Pass/No pass	☒	☒	
Audit in consultation with faculty	☐	☐	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides an opportunity to work independently on an individualized area of study within geology under the sponsorship of geology faculty. Prerequisites: Instructor permission.		

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number: Instructor permission	☒ 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)	A. apply the scientific method to research a geology topic mutually agreed upon by the student and instructor B. pursue a geology research question by collecting observations and measurements C. evaluate how a geology topic connects with current environmental and/or global change and/or sustainability concerns D. communicate the results of geology research effectively using maps and/or diagrams in written and/or oral formats.
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	
Reason for the new course	Provide students with an opportunity to gain credit for independent research.

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
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	KCC G298 Independent Study: Geology SOCC G298 Independent Study in Geology
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Melinda Hutson	mhutson@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@pcc.edu
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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS106	Proposed prefix and number	
Current course title	General Science (Geology)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers minerals, rocks, volcanism, earthquakes, plate tectonics, erosion and deposition by wind, glaciers and streams, weathering, fossils and geologic history. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth’s surface wears away and is renewed. 2. Use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by	A student who successfully completes this course should be able to: 1. Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth’s surface wears away and is renewed. 2. Use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth. 3. Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of geology to our evolving understanding of global change and sustainability while

geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of geology to our evolving understanding of global change and sustainability while placing the development of geology in its historical and cultural context.	placing the development of geology in its historical and cultural context
Reason for change	Minor change to outcome 4 from “Make field based observations...” to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require

this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS107	Proposed prefix and number	
Current course title	General Science (Astronomy)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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)
Surveys astronomy to include historical development of the universe, earth as a planet, earth's moon, planets of the solar system, the sun, stars and galaxies. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. 2. Use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe. 3. Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively,	A student who successfully completes this course should be able to: 1. Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky. 2. Use an understanding of planetary, stellar, galactic and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe. 3. Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.	6. Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations...” to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name Phone Email	Eriks Puris X7627 eriks.puris@pcc.edu
Current prefix and number	GS108	Proposed prefix and number	
Current course title	General Science (Oceanography)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, 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 the chemical, biological, physical and geological nature of the oceans. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries. 2. Use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean. 3. Access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically	A student who successfully completes this course should be able to: 1. Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries. 2. Use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean. 3. Access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of oceanography to our

robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.	evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations...” to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require

this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

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

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

Section # 2 Department Review

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

SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Geology and General Science	Submitter name	Eriks Puris
		Phone	X7627
		Email	eriks.puris@pcc.edu
Current prefix and number	GS109	Proposed prefix and number	
Current course title	General Science (Meteorology)	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers characteristics of our atmosphere, air pressure and winds, atmospheric moisture, large air masses, violent storms, the effect of oceans on weather, and climates. Includes weekly lab. Prerequisite: WR 115, RD 115 and MTH 65 or equivalent placement test scores. Audit available.	

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
A student who successfully completes this course should be able to: 1. Use an understanding of atmospheric processes to elucidate the practice of weather prediction. 2. Use an understanding of atmospheric structure and global circulation to explain the climates of the Earth. 3. Access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy. 4. Make field based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes	A student who successfully completes this course should be able to: 1. Use an understanding of atmospheric processes to elucidate the practice of weather prediction. 2. Use an understanding of atmospheric structure and global circulation to explain the climates of the Earth. 3. Access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes identifying areas of congruence and discrepancy. 4. Make field and laboratory based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy. 5. Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers. 6. Assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context.	6. Assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context.
Reason for change	Minor change to outcome 4 from “Make field based observations... to “ Make field and laboratory based observations...” in order to increase descriptive accuracy 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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Melinda Hutson	mhutson@pcc.edu	11/16/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	11/16/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Current prefix and number	ART131	Proposed prefix and number	ART131A
Current course title	Introduction to drawing	Proposed title (60 characters max)	Drawing I A
# Credits	3	Proposed transcript title (30 characters max)	Drawing I A
Reason for title change			

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

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

Explores basic perceptual drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Develops critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit. Audit available. The course includes demonstrations, slides, lectures, video/films and field trips. It is suggested that Art 131 be taken before enrolling in Art 231 which is a more advanced class that builds on the basic techniques and ideas developed in Art 131. A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 131 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	Explores basic perceptual drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Introduces critical skills for sighting, measuring, designing and constructing in drawing. This is the first course in a three-course sequence. Audit available. Addendum to Course Description: A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 131 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.
Reason for change	Clarification of course sequencing and updating terminology.

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Apply creative ways to solve problems using a variety of strategies for making drawings.□ 2. Implement a basic vocabulary to be able to actively participate in a critical	

dialogue about drawing with others.□ 3. Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.□ 4. Employ perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.	
Reason for change	n/a

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	ART131B	# Credits:	3
Course Title: (60 characters max)	Drawing I B	Transcript Title (30 characters max)	Drawing I B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	x ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

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

Course Description: (field will expand as needed)	Introduces intermediate drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Promotes critical skills for sighting, measuring, designing and constructing in drawing. This is the second course in a three-course sequence. Prerequisites: One term of ART131 or ART131A or instructor permission. Audit available.
Addendum to Course Description:	The course includes demonstrations, slides, lectures, video/films and field trips. A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 131 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Apply creative ways to solve problems using a variety of strategies for making drawings.□ 2. Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.□ 3. Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.□ 4. Establish perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create drawings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different drawing processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to drawing when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in drawing.
Outcomes assessment strategies:	• Experience various processes by which the artist sees nature, conceives ideas, and executes a drawing. • Examine aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Bring all human senses to the experience of drawing. • Discover an individual way of understanding the world and giving it form through drawing. • Apply one's knowledge of material and techniques to understanding the drawing. • Participate in studio work sessions, class discussions, and critiques.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Become familiar with composition in the picture plane. Examine compositional devices such as symmetry, asymmetry, rhythm, push/pull, etc. • Observe interaction between figure and ground. • Gain sense of three-dimensional illusion through linear and aerial perspective, modeling in light, etc. • Distinguish line, edge, contour . • Examine texture: expressive and naturalistic. • Practice the gesture in mark making. • Understand the differences between illustration, representation, expression and their effects. • Become familiar with various charcoals and contes. • Become familiar with wet media: ink, ink wash, wash with dry media, etc. • Experiment with mixed media. • Examine papers for various surface effects and working processes.
Reason for the new course	Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	x ☐ required or support for major x ☐ general education distribution requirement x ☐ general elective ☐ other (provide details)

Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution x ☐ <i>Other - provide evidence</i>
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

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

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	ART131C	# Credits:	3
Course Title: (60 characters max)	Drawing I C	Transcript Title (30 characters max)	Drawing I C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	
Pass/No pass	x ☐	☐	
Audit in consultation with faculty	x ☐	☐	

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

Course Description: (field will expand as needed)	Builds upon intermediate drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Applies critical skills for sighting, measuring, designing and constructing in drawing. Audit available. This is the third course in a three-course sequence. Prerequisites: Two terms of ART131 or ART 131B or instructor permission. Audit available.
Addendum to Course Description:	The course includes demonstrations, slides, lectures, video/films and field trips. A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 131 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

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

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Apply creative ways to solve problems using a variety of strategies for making drawings.□ 2. Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.□ 3. Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.□ 4. Expand perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create drawings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different drawing processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to drawing when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. 7) Develop personal work with an awareness of historical and contemporary artists working in drawing.
Outcomes assessment strategies:	• Understand various processes by which the artist sees nature, conceives ideas, and executes a drawing. • Examine aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Bring all human senses to the experience of drawing. • Discover an individual way of understanding the world and giving it form through drawing. • Apply one's knowledge of material and techniques to understanding the drawing. • Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts,	• Become familiar with composition in the picture plane. Examine compositional devices such as symmetry, asymmetry, rhythm, push/pull, etc. • Observe interaction between figure and ground.

Issues and Skills: (from CCOG)	• Gain sense of three-dimensional illusion through linear and aerial perspective, modeling in light, etc. • Distinguish line, edge, contour . • Examine texture: expressive and naturalistic. • Practice the gesture in mark making. • Understand the differences between illustration, representation, expression and their effects. • Demonstrate familiarity with various charcoals and contes. • Demonstrate familiarity with wet media: ink, ink wash, wash with dry media, etc. • Experiment with mixed media. • Examine papers for various surface effects and working processes.
Reason for the new course	Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon	

schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

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

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or	

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

☒ course number

☒ title

☒ description (include requisites)

☒ outcomes

☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Current prefix and number	ART 140	Proposed prefix and number	ART 140A
Current course title	Digital Photography I	Proposed title (60 characters max)	Digital Photography I
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

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

Introduces digital photography as it relates to creative arts, history, media and culture in both a historical and contemporary context. 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 camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. Recommended: ART 141 or ART 142. Audit available.	Introduces basic digital photography as it relates to creative arts, history, media and culture in both a historical and contemporary context. Includes critiques, discussions, and presentations to establish the basic skills necessary to evaluate prints and images, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Requires access to a camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. This is the first course in a three-course sequence. Recommended: Basic computer skills & ART 141 or ART 142A.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: ? Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about photography with others. ? Find and develop creative ways to solve artistic & conceptual problems using a variety of photographic strategies. ? Create personal photographic artwork, which demonstrate an introductory level of the processes, materials, and	Students will be able to: Start to ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about photography with others. Begin to find and develop creative ways to solve artistic & conceptual problems using a variety of photographic strategies. Create personal photographic artwork, which demonstrate an introductory level of the processes, materials, and techniques associated

techniques associated with making digital photographs. ? Navigate challenges & opportunities of working in a community photographic studio. ? Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.	with making digital photographs. Acclimate students to the challenges & opportunities of working in a community photographic studio. Begin to understand that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Reason for change	Updating terminology, techniques and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 140B	# Credits:	3
Course Title: (60 characters max)	Digital Photography I B	Transcript Title (30 characters max)	Digital Photography I B
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab:60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x	x	
Pass/No pass	x	☐	
Audit in consultation with faculty	x	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces intermediate basic digital photography processes as they relate to creative arts, history, media and culture in both a historical and contemporary context. Includes critiques, discussions, and presentations to establish the skills necessary to evaluate prints and images, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Requires access to a camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. This is the second course in a three-course sequence for first year digital photography. Prerequisite: One term of ART 140 or ART 140A or instructor permission.		
Addendum to Course Description:	This course provides hands-on experience that approaches digital photography from an artistic, historic, and craft-oriented perspective. All aspects of digital photography will be considered, from exposure of images in the camera, to the presentation the finished image. Special attention will be paid to self-expression, based on an understanding of aesthetic principles and elements of design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Students’ abilities will be developed through regular photographic assignments and critical evaluations.		

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
X ☐ Placement into: Please see course description explanation.		☐ Placement into:	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Learning Outcomes: (Use observable and measurable verbs)	Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about photography with others. Find and develop creative ways to solve artistic & conceptual problems using a variety of photographic strategies. Create personal photographic artwork, which demonstrate an introductory level of the processes, materials, and techniques associated with making digital photographs. Navigate challenges & opportunities of working in a community photographic studio. Deepen the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Course activities and design: (from CCOG)	1) Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different photographic styles, genres and modes of capture and output methods. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced 3) Build upon a current skill set with the intent of working towards technical and conceptual proficiency 4) Develop safe and efficient studio practices in regards to handling materials, as well as an efficient and functional workflow in a communal studio space.
Outcomes assessment strategies:	Through completion of photographic assignments, students will display their competence related to the course's intended outcomes. Understanding of the camera functions, exposure controls, use of basic digital image editing software (such as Photoshop) and image rendering techniques will be progressively monitored. Appropriateness of in-camera decisions such as depth-of-field and shutter-speed, and student's judgment concerning their use of light, graphic, and compositional effects will be reviewed during group critiques. Instructors may choose to evaluate students' critical and interpretive abilities by requiring written assignments and / or oral presentations, regarding photographic work. Student assessment will culminate with the presentation of a final portfolio project at the end of the term.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print which may include, third-party printing, in-house color calibration and self-printing, projection, virtual or web presentation of their image 3. Challenges to visualization inherent in digital photography. 4. Language of photography and the qualities that distinguish it from other graphic and/or digital media. 5. Photography in history. 6. Options and possibilities for original work. 7. Evaluating prints and images. 8. Safety. 9. Environmental concerns related to materials, consumption, production and output strategies and proper disposal of waste produced. 10. Non-traditional media and combined techniques (e.g., zines, artist &/or kinetic books, collage, mixed media and collaboration with other disciplines). Skills and Methodologies: Knowledge of the camera: image storage systems, light metering and balancing systems, and the exposure controls (manual and automatic). Knowledge of the use of digital image software, digital image processing and editing across multiple file formats (such as jpg, tiff and RAW), evaluating digital image exposures for lighting, contrast and color balance; further image manipulation such as dodging, burning and cropping, Finishing/presenting the digital photograph: rendering for web or print; retouching the final image; dry mounting and over-matting; other options, including books, zines, and mixed media may be discussed. Aesthetic issues: use of graphic techniques, through control of contrast and density; effective use of focus, depth-of-field, and stopping/blurring motion; use of the rectangle, the edge, and cropping; line, form, shape, texture, rhythm, and space. Attributes of digital and chemical photographic history and practitioners: presentation, through slides, lectures, and videos, of periods, artists, and technology, issues in the history of photography. In particular, photographic genres, including landscape and nature, documentary, reportage, abstraction, portrait, self-portrait, and candid photography, will be discussed. Emphasis will be on how historical concerns effect, and led to, contemporary issues, artists, and techniques.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of digital photography courses (ART 140 A, B, C).

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

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

	☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available – SUMMER 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 140C	# Credits:	
Course Title: (60 characters max)	Digital Photography I	Transcript Title (30 characters max)	Digital Photography I
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x	x	
Pass/No pass	x	☐	
Audit in consultation with faculty	x	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces intermediate digital photography processes as they relate to creative arts, history, media and culture in both a historical and contemporary context. Includes critiques, discussions, and presentations to establish the skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Requires access to a camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. This is the third course in a three-course sequence for first year digital photography. Prerequisite: Two terms of ART 140 or ART 140B or instructor permission.		
Addendum to Course Description:	This course provides hands-on experience that approaches digital photography from an artistic, historic, and craft-oriented perspective. All aspects of digital photography will be considered, from exposure of images in the camera, to the presentation the finished image. Special attention will be paid to self-expression, based on an understanding of aesthetic principles and graphic design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Students’ abilities will be developed through regular photographic assignments and critical evaluations.		

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
X ☐ Placement into: Please see course description explanation.		☐ Placement into:	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	Continue to ask meaningful questions, identify intermediate level ideas and issues, and develop and use an intermediate level of vocabulary when participating in critical dialogue about photography with others. Find and develop creative ways to solve artistic & conceptual problems using a variety of photographic strategies at an intermediate level. Create personal photographic artwork, which demonstrate an intermediate level of the processes, materials, and techniques associated with making digital photographs. Navigate challenges & opportunities of working in a community photographic studio. Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Course activities and design: (from CCOG)	1. Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different photographic styles, genres and modes of capture and output methods. 2. Begin to generate ideas/concepts with an awareness of the intended content of the work produced 3. Build upon a current skill set with the intent of working towards technical and conceptual proficiency 4. Develop safe and efficient studio practices in regards to handling materials, as well as efficient and functional workflow in a communal studio space. 5. Assess and self-critique personal work to strategize creative solutions. 6. Develop personal work with an awareness of historical and contemporary artists working in digital & traditional photography
Outcomes assessment strategies:	Through completion of regular photographic assignments, students will display their competence related to the course's intended outcomes. Understanding of the camera functions, exposure controls, use of basic digital image software, and image rendering techniques will be progressively monitored. Appropriateness of

	depth-of-field and shutter-speed decisions, and student's judgment concerning their use of light, graphic, and compositional effects will be reviewed during scheduled group critiques. Instructors may also choose to evaluate students' critical and interpretive abilities by requiring written assignments, or oral presentations, regarding photographic work. Student assessment will culminate with the presentation of a final portfolio at the end of the term.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print which may include, third-party printing, in-house color calibration and self-printing, projection, virtual or web presentation of their image 3. Challenges to visualization inherent in photography. 4. Language of photography and the qualities that distinguish it from other graphic and/or digital media. 5. Photography in history. 6. Options and possibilities for original work. 7. Evaluating prints and images. 8. Safety. 9. Environmental concerns related to materials, consumption, production and output strategies and proper disposal of waste produced. 10. Non-traditional media and combined techniques (e.g., zines, artist &/or kinetic books, collage, mixed media and collaboration with other disciplines). Skills and Methodologies: Knowledge of the camera: image storage systems, light metering and balancing systems, and the exposure controls (manual and automatic). Knowledge of the use of digital image software, digital image processing and editing across multiple file formats (such as jpg, tiff and RAW), evaluating digital image exposures for lighting, contrast and color balance; further image manipulation such as dodging, burning and cropping, Finishing/presenting the digital photograph: rendering for web or print; retouching the final image; dry mounting and over-matting; other options, including books, zines, and mixed media may be discussed. Aesthetic issues: use of graphic techniques, through control of contrast and density; effective use of focus, depth-of-field, and stopping/blurring motion; use of the rectangle, the edge, and cropping; line, form, shape, texture, rhythm, and space. Attributes of digital and chemical photographic history and practitioners:

	presentation, through slides, lectures, and videos, of periods, artists, and technology, issues in the history of photography. In particular, photographic genres, including landscape and nature, documentary, reportage, abstraction, portrait, self-portrait, and candid photography, will be discussed. Emphasis will be on how historical concerns effect, and led to, contemporary issues, artists, and techniques.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections for the first year of digital photography courses (ART 140 A, B, C).

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal		

approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

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

SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu

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

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Current prefix and number	ART 142	Proposed prefix and number	ART 142A
Current course title	Intro to B&W Photo (Darkroom)	Proposed title (60 characters max)	Intro to B&W Photo (Darkroom)
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

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

Explores black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, SLR (single-lens reflex) film camera. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available. . Audit available.	Introduces beginning black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to beginning photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, SLR (single-lens reflex) film camera. This is the first course of a three-course sequence for first year black and white darkroom photography.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: - Understand, interpret and enjoy black and white photography from past to present within a local as well as global context. - Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about photography with others. - Find and develop creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. - Create photographic work that is	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present within a local as well as global context at a beginning level. • Begin to ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about black and white photography with others. • Begin to find and develop creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies at a basic level. • Create photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of

personally significant & fulfilling. - Navigate challenges & opportunities of working in a community photographic studio. - Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.	working in a community photographic studio and laboratory. • Start to integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Reason for change	Updating terminology, techniques and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ 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 <u>related instruction templates</u> .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 142B	# Credits:	3
Course Title: (60 characters max)	Intro to B&W Photo (Darkroom) B	Transcript Title (30 characters max)	Intro to B&W Photo (Darkroom) B
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

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

Course Description: (field will expand as needed)	Introduces intermediate black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to beginning photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, SLR (single-lens reflex) film camera. This is the second course of a three-course sequence for first year black and white darkroom photography. Prerequisite: One term of ART 142 or ART 142A or instructor permission.
Addendum to Course Description:	The course will provide a hands-on experience that introduces an intermediate level of beginning photography from an artistic, historic, and craft-oriented perspective. All introductory aspects of black and white photography will be considered, from exposure of film in the camera, to mounting and displaying the finished print. Special attention will be paid to self-expression, based on a beginning level understanding of aesthetic principles and graphic design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Student abilities will be developed through regular photographic assignments and critical evaluations.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

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

None – please explain

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present within a local as well as global context at an intermediate beginning level. • Begin to ask more meaningful questions, identify ideas and issues, and develop and use intermediate level vocabulary when participating in critical dialogue about black and white photography with others. • Begin to find and develop creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies at an intermediate level. • Create photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio and laboratory. • Explore how to 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.
Course activities and design: (from CCOG)	1. Create black and white prints that incorporate a variety of technical skills with an intermediate beginning awareness of the inherent characteristics of different wet-darkroom photographic processes. 2. Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3. Build upon current skill set with the intent of working towards technical proficiency. 4. Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5. Further expand and utilize the necessary vocabulary specific to black and white photography when participating in class critiques and discussions. 6. Explore how to assess and self-critique personal work to strategize creative solutions. 7. Begin to develop personal work with an awareness of historical and contemporary artists working in intermediate beginning level black and white photography.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Begin to understand the vocabulary and concepts necessary to engage within a studio environment Demonstrate appropriate techniques in intermediate beginning printing and studio habits beyond the classroom studio

	Demonstrate ability to meet printing deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	The course will include, but not be limited to, the following: 1. Visual awareness and ability to see. 2. Methodologies for designing and creating a photographic print which may include, series printing, projection, virtual, digital or web presentation of their image 3. Challenges to visualization inherent in black and white darkroom photography. 4. Language of photography and the qualities that distinguish it from other graphic media. 5. Black and white photography in history. 6. Options and possibilities for original work. 7. Evaluating prints and images. 8. Safety. 9. Environmental concerns related to materials, consumption, processing and printing and proper disposal of waste produced. 10. Non-traditional media and combined techniques (e.g., folios, zines, artist &/or kinetic books, collage, mixed media and collaboration with other disciplines). SKILLS AND METHODOLOGIES • Knowledge of the camera: film loading, light metering systems, and the exposure controls (manual and automatic): shutter speed, which controls motion, and aperture, which controls the depth-of-field. • Knowledge of film: film speed, or the sensitivity of film to light, film processing, film chemistry, and how to manipulate negative contrast through development. • Knowledge of negative printing and enlarging: enlarger mechanics, including use of negative holders print easels, and grain focusers; exposing film onto photographic paper, for contact (proof) sheets, and enlargements, and evaluating exposures for density and contrast; further print manipulation through dodging and burning, and use of contrast filters. • Finishing the print: spotting and retouching the final print; dry mounting and over matting; other options, including books, screens, and mixed media may be discussed. • Aesthetic issues: use of graphic techniques, through control of contrast and density; effective use of focus, depth-of-field, and stopping/blurring motion; use of the rectangle, the edge, and cropping; line, form, shape, texture, rhythm, and space.

	• Photographic history and practitioners: presentation, through slides, lectures, and videos, of periods, artists, and technology, issues in the history of photography. In particular, photographic genres, including landscape and nature, documentary, reportage, abstraction, portrait, self-portrait, and candid photography, will be discussed. Emphasis will be on how historical concerns effect, and led to, contemporary issues, artists, and techniques.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of darkroom photography courses (ART 142 A, B, C).

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

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal		

approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

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

SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 142C	# Credits:	3
Course Title: (60 characters max)	Intro to B&W Photo (Darkroom)	Transcript Title (30 characters max)	Intro to B&W Photo (Darkroom)
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

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

Course Description: (field will expand as needed)	Explores intermediate black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to beginning photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, SLR (single-lens reflex) film camera. This is the third course of a three-course sequence for first year black and white darkroom photography. Prerequisite: Two terms of ART 142 or ART 142B or instructor permission.
Addendum to Course Description:	The course will provide a hands-on experience that introduces an intermediate level of black and white photography from an artistic, historic, and craft-oriented perspective. All intermediate aspects of black and white photography will be considered, from exposure of film in the camera, to mounting and displaying the finished print. Special attention will be paid to self-expression, based on a more comprehensive level understanding of aesthetic principles and graphic design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Student abilities will be developed through regular photographic assignments and critical evaluations.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:

☐

Prerequisite

☐

Corequisite

☐ pre/co

course prefix & number:

☐

Prerequisite

☐

Corequisite

☐ pre/co

course prefix & number:

☐

Prerequisite

☐

Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present within a local as well as global context at an intermediate beginning level. • Ask more meaningful questions, identify ideas and issues, and develop and use intermediate level vocabulary when participating in critical dialogue about black and white photography with others. • Find and develop creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies at an intermediate level. • Create intermediate level photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio and laboratory. • 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.
Course activities and design: (from CCOG)	• Create black and white prints that incorporate a variety of technical skills with an intermediate awareness of the inherent characteristics of different wet-darkroom photographic processes. • Explore generating 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. • 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 black and white photography when participating in class critiques and discussions. • Explore how to assess and self-critique personal work to strategize creative solutions. • Develop personal work with an awareness of historical and contemporary artists working in intermediate beginning level black and white photography.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Begin to understand the vocabulary and concepts necessary to engage within a studio environment Demonstrate appropriate techniques in intermediate beginning printing and studio habits beyond the classroom studio

	Demonstrate ability to meet printing deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	The course will include, but not be limited to, the following: • Visual awareness and ability to see. • Methodologies for designing and creating a photographic print which may include, series printing, projection, virtual, digital or web presentation of their image • Challenges to visualization inherent in black and white darkroom photography. • Language of photography and the qualities that distinguish it from other graphic media. • Black and white photography in history. • Options and possibilities for original work. • Evaluating prints and images. • Safety. • Environmental concerns related to materials, consumption, processing and printing and proper disposal of waste produced. • Non-traditional media and combined techniques (e.g., folios, zines, artist &/or kinetic books, collage, mixed media and collaboration with other disciplines). Skills and Methodologies: • Knowledge of the camera: film loading, light metering systems, and the exposure controls (manual and automatic): shutter speed, which controls motion, and aperture, which controls the depth-of-field. • Knowledge of film: film speed, or the sensitivity of film to light, film processing, film chemistry, and how to manipulate negative contrast through development. • Knowledge of negative printing and enlarging: enlarger mechanics, including use of negative holders print easels, and grain focusers; exposing film onto photographic paper, for contact (proof) sheets, and enlargements, and evaluating exposures for density and contrast; further print manipulation through dodging and burning, and use of contrast filters. • Finishing the print: spotting and retouching the final print; dry mounting and over matting; other options, including books, screens, and mixed media may be discussed.

	• Aesthetic issues: use of graphic techniques, through control of contrast and density; effective use of focus, depth-of-field, and stopping/blurring motion; use of the rectangle, the edge, and cropping; line, form, shape, texture, rhythm, and space. • Photographic history and practitioners: presentation, through slides, lectures, and videos, of periods, artists, and technology, issues in the history of photography. In particular, photographic genres, including landscape and nature, documentary, reportage, abstraction, portrait, self-portrait, and candid photography, will be discussed. Emphasis will be on how historical concerns effect, and led to, contemporary issues, artists, and techniques.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections for the first year of black and white darkroom photography courses (ART 142 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon	

schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

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

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or	

agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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) A
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

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

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

Explores intermediate darkroom photographic techniques. Develops creative problem solving by utilizing a broad range of intermediate darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. Prerequisite: ART 142 or Instructor Approval. Audit available.	Introduces beginning black and white darkroom photographic processes, techniques and concepts. Addresses historical and contemporary issues specific to beginning photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, SLR (single-lens reflex) film camera. This is the first course of a three-course sequence for first year black and white darkroom photography. Prerequisite: Three terms of ART142 or ART142C or instructor permission.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: ? Understand, interpret and enjoy black and white photography from past to present in a local as well as global context. ? Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others. ? Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. ? Create increasingly sophisticated photographic work that is personally significant & fulfilling. ? Navigate challenges & opportunities of	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present in a local as well as global context in a more complex manner. • Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an intermediate level. • Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies.

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.	• Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Reason for change	Updating terminology, techniques and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☒ Placement into: Please see course description explanation.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

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

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

Course Description: (field will expand as needed)	Explores advanced darkroom photographic techniques. Develops creative problem solving by utilizing a broad range of advanced darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish the intermediate-level critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. This is the second course of a three-course sequence for second year darkroom photography. Prerequisite: One term of ART143 or ART143A or instructor permission.
Addendum to Course Description:	The goal of this intermediate-advanced class is for students to achieve a high technical and conceptual level of ability, from which they could begin to build an artistic and expressive portfolio of photographs. It will provide a hands-on experience in all aspects of black-and-white photography: advanced techniques involving film development, printing, finishing, and the presentation of photographic imagery. Particular attention will be paid to the creation of personal photographic language, based on furthering the students' intermediate technical knowledge, graphic principles, exposure to the history of the medium, and the development of conceptual abilities through critical evaluation of photographic images.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:

☐

Prerequisite

☐

Corequisite

☐ pre/co

course prefix & number:

☐

Prerequisite

☐

Corequisite

☐ pre/co

course prefix & number:

☐

Prerequisite

☐

Corequisite

☐ pre/co

None – please explain

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

six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: • Understand, interpret and enjoy black and white photography from past to present in a local as well as global context in a more complex manner. • Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an intermediate-advanced level. • Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies. • Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a community photographic studio. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.
Course activities and design: (from CCOG)	• Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes. • Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced. • Build upon current skill set with the intent of working towards technical proficiency and professional quality. • Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. • Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions. • Begin to increase proficiency in assessing and self-critiquing personal work to strategize creative solutions. • Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.
Outcomes assessment strategies:	• Complete and present the individual work within a professional studio critique. • Understand and begin to integrate the vocabulary and concepts necessary to engage within a studio environment • Demonstrate appropriate techniques in intermediate printing and studio habits beyond the classroom studio • Demonstrate ability to meet printing deadlines with proper time management and craftsmanship.

	• Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Visual awareness and ability to see. • Methodologies for designing and creating a photographic print. • Challenges to visualization inherent in advanced black and white darkroom photography. • Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media. • Photography in history. • Options and possibilities for original work. • Evaluating prints. • Safety. • Environmental concerns related to materials, chemicals, and proper disposal of waste. • Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques) SKILLS AND METHODOLOGIES <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. <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. <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. □ □ <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.

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

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

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

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

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

Section #3 Additional Information for new LDC courses

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

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

Name of certificate(s):		# credits:

Name of degree(s):		# credits:

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

Impact on other Programs and Departments

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

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

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

Implementation term:

☐

Next available term after approval

☒

Specify term AFTER the next available summer 2013

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

Section # 4 Department Review

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

SAC Chair (type name)

Email

Elizabeth Bilyeu	<u>ebilyeu@pcc.edu</u>
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 143C	# Credits:	3
Course Title: (60 characters max)	B&W Photo (Darkroom) II	Transcript Title (30 characters max)	B&W Photo (Darkroom) II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☒	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Investigates advanced darkroom photographic techniques. Develops and expands creative problem solving by utilizing a broad range of advanced darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish the advanced-level critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, SLR (single-lens-reflex) camera with manual exposure controls. This is the third course of a three-course sequence for second year darkroom photography. Prerequisite: Two terms of ART143 or ART143B or instructor permission.		

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

General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:

☐

Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐

Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐

Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:
(Use observable and measurable verbs)

Upon successful completion students should be able to:

- Understand, interpret and enjoy black and white photography from past to present in a local as well as global context with sophistication.
- Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others at an advanced level.
- Find and develop more complex and creative ways to solve artistic and conceptual problems using a variety of environmentally sustainable photographic strategies.
- Create increasingly sophisticated photographic work that is personally significant & fulfilling.
- Navigate challenges & opportunities of working in a community photographic studio.

Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

Course activities and design: (from CCOG)	• Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes and formats. • Generate increasingly sophisticated ideas/concepts with an awareness of the intended content of the work produced. • Build upon current skill set with the intent of working towards technical proficiency and professional quality. • Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. • Further expand and utilize the necessary vocabulary specific to advanced black and white darkroom photography when participating in class critiques and discussions. • Increase proficiency in assessing and self-critiquing personal work to strategize creative solutions. • Develop personal work with an awareness of historical and contemporary artists working in black and white darkroom photography.
Outcomes assessment strategies:	• Complete and present the individual work within a professional studio critique. • Understand and integrate the vocabulary and concepts necessary to engage within a studio environment • Demonstrate appropriate techniques in advanced printing and studio habits beyond the classroom studio • Demonstrate ability to meet printing deadlines with proper time management and craftsmanship. • Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Visual awareness and ability to see. • Methodologies for designing and creating a photographic print. • Challenges to visualization inherent in advanced black and white darkroom photography. • Language of photography and the qualities that distinguish it from other photographic, print and graphic as well as new media. • Photography in history. • Options and possibilities for original work. • Evaluating prints. • Safety. • Environmental concerns related to materials, chemicals, and proper disposal of waste. • Non-traditional media and combined techniques (e.g., alternative developing, processing and printing techniques) SKILLS AND METHODOLOGIES <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. <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. <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. □□

	<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.
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

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

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

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	
Name of certificate(s):	# credits:
Name of degree(s):	# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Current prefix and number	Art 181	Proposed prefix and number	Art 181 A
Current course title	Painting I	Proposed title (60 characters max)	Painting I A
# Credits	3	Proposed transcript title (30 characters max)	Painting I A
Reason for title change	Course is the beginning of a sequence		

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

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

Explores basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: Art 116. Audit available. Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. It is suggested that Art 181 be taken before enrolling in Art 281 which is a more advanced class that builds on the basic techniques and ideas developed in Art 181. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 181 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation	Explores basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Introduces a conceptual framework for critical analysis along with basic art theory. Audit available. Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. This is the first course in a three course sequence A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 181A fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation
Reason for change	Clarification of course sequencing and updating terminology

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

Current learning outcomes (required information for all course revisions)	New learning outcomes

Through study of the painting discipline students will: 1. Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an introductory level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	
Reason for change	n/a

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

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

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes x ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

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

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

SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	Art 181 B	# Credits:	3
Course Title: (60 characters max)	Painting I B	Transcript Title (30 characters max)	Painting I B
Can this course be repeated? PCC default is 0 repeats	New LDC courses may not be repeated for credit effective 2013-14 year	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x ☐ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	

Pass/No pass	x ☐	☐
Audit in consultation with faculty	x ☐	☐
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 intermediate studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Promotes a conceptual framework for critical analysis along with basic art theory. Prerequisites: One term of ART181 or ART181A or instructor permission. Audit available.	
Addendum to Course Description:	Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. This is the second course in a three course sequence A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 181B. fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	Art SAC previously opted out of these prerequisites for all Studio courses.			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). 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)	Through study of the painting discipline students will: 1. Find and continue to develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an expanding level of understanding of the painting discipline, and the processes and materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and implement a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to continue a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Experience a more heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Employ self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	• Explores and expands basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. • Presents a conceptual framework for critical analysis along with basic art theory. • The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create paintings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different painting processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency.

	4)Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Further expand and utilize the necessary vocabulary specific to painting when participating in class critiques and discussions. 6)Begin to assess and self-critique personal work to strategize creative solutions. 7)Begin to develop personal work with an awareness of historical and contemporary artists working in painting.
Outcomes assessment strategies:	• Experience various processes by which the artist sees nature, conceives ideas and executes a painting. • Examine aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Bring all human senses to the experience of painting. • Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	• Discuss the interaction of color in terms of hue, value, and intensity and its effect on the visual statement and its relation to painting. • Study and learn the basic elements of art such as; color, line, value, texture, shape, volume and mass, composition, and spatial illusion. • Learn to use acrylic and/or oil paint for translation of ideas. • Experience various painting surfaces; stretched canvas (prepared in class), canvas board, masonite, paper, etc. • Begin to develop means of solving visual problems in a painting through critical and analytical methods, such as; examining compositional devices, observing interaction between positive and negative space/shape, demonstrating the difference between pictorial space and actual space, and becoming familiar with historical styles by comparing paintings.
Reason for the new course	Allows for further study under new number

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

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

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

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

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

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	Art 181 C	# Credits:	3
Course Title: (60 characters max)	Painting I C	Transcript Title (30 characters max)	Painting I C
Can this course be repeated? PCC default is 0 repeats	New LDC courses may not be repeated for credit effective 2013-14 year	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	

Pass/No pass	x ☐	☐
Audit in consultation with faculty	x ☐	☐
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)	Elaborates on intermediate studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Promotes a conceptual framework for critical analysis along with basic art theory. Prerequisites: Two terms of ART181 or ART 181B or instructor permission. Audit available.	
Addendum to Course Description:	Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. This is the third course in a three course sequence A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 181C. fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	Art SAC previously opted out of these prerequisites for all Studio courses.			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). 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)	Through study of the painting discipline students will: 1. Continue to develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium. 2. Create personal works of art, which demonstrate an expanding level of understanding of the painting discipline, and the processes and materials, and techniques associated with creating 2-dimensional imagery with paint. 3. Ask meaningful questions, identify ideas and issues, and implement a growing vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others. 4. Understand, interpret, and enjoy painting of the past and the present from different cultures to continue a life-long process of expanding knowledge on the diversity of perspectives of the human experience. 5. Experience a more heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Employ more complex self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	• Explores and expands basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. • Presents a conceptual framework for critical analysis along with basic art theory. • The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create paintings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different painting processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency.

	4)Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Utilize the necessary vocabulary specific to water media when participating in class critiques and discussions. 6)Assess and self-critique personal work to strategize creative solutions. 7)Develop personal work with an awareness of historical and contemporary artists working in painting.
Outcomes assessment strategies:	• Experience various processes by which the artist sees nature, conceives ideas and executes a painting. • Examine aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Bring all human senses to the experience of painting. • Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	• Discuss the interaction of color in terms of hue, value, and intensity and its effect on the visual statement and its relation to painting. • Study and learn the basic elements of art such as; color, line, value, texture, shape, volume and mass, composition, and spatial illusion. • Learn to effectively use acrylic and/or oil paint for translation of ideas. • Experience various painting surfaces; stretched canvas (prepared in class), canvas board, masonite, paper, etc. • Develop means of solving visual problems in a painting through critical and analytical methods, such as; examining compositional devices, observing interaction between positive and negative space/shape, demonstrating the difference between pictorial space and actual space, and becoming familiar with historical styles by comparing paintings.
Reason for the new course	Allows for further study under new number

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

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

disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

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

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

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

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

X ☐ course numberX ☐ titleX ☐ description☐ prerequisites and co-requisitesX ☐ outcomesGrade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 218A	Proposed prefix and number	
Current course title	Lettering Calligraphy 1	Proposed title (60 characters max)	Calligraphy I - Roman Alphabet and Humanist Bookhand
Reason for title change		Proposed transcript title (30 characters max)	Calligraphy I

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

Current Description	Proposed Description
Covers practical and creative uses of calligraphy, lettering principles, techniques and functions, and discusses the traditions and historical development of letters. Fall term: Roman alphabet, lower and upper case. Winter term: Italic alphabet, lower and	Covers beginning practical and creative uses of calligraphy, lettering principles, techniques and functions. Discusses the traditions and historical development of letters with a focus on the Roman alphabet and Humanist Bookhand. ART218A, ART218B and ART218C may be taken in any

upper case. Spring term: Carolingian and uncial alphabet styles. Each term may be taken once for a maximum of six credits.	order.
Reason for change	Consistency and clarity in course sequence.

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
* experience an enhanced visual awareness of calligraphy as a fine and graphic art. * evaluate critically, appreciate, assess and respect hand-written letters. * recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed. * create personally significant works of calligraphy that demonstrate an introductory level of skill.	* Use an understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. * Evaluate critically, appreciate, assess and respect the art of handwritten letters. * Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed. * Create personally significant works of calligraphy that demonstrate an introductory level of skill.

Reason for change	Relativity to other art classes with updated outcomes.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu>	
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Angela Batchelor 971-722-8017 angela.batchelor@pcc.edu
Course Prefix and Number:	ART 218B	# Credits:	2
Course Title: (60 characters max)	Lettering Calligraphy I	Transcript Title (30 characters max)	Calligraphy I – Italic Alphabet
Can this course be repeated?	No	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? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

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

Course Description: (field will expand as needed)	Covers beginning practical and creative uses of calligraphy, lettering principles, techniques and functions. Discusses the traditions and historical development of letters with a focus on the Italic alphabet. ART218A, ART218B and ART218C may be taken in any order.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ 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)	Students will endeavor to do the following: • Use an understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. • Evaluate critically, appreciate, assess and respect the art of handwritten letters.

	• Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed. • Create personally significant works of calligraphy that demonstrate an introductory level of skill.
Course activities and design: (from CCOG)	1) Create works of calligraphy that concentrate on the Italic alphabet (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Develop a skill set centered on working towards technical proficiency. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Begin to assess and self-critique personal work to strategize creative solutions. 6) Begin to develop personal work with an awareness of historical and contemporary artists working in calligraphy.
Outcomes assessment strategies:	• Participate in, and contribute to, class discussions and studio work sessions. • Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies). • Create an original artwork (i.e., handmade book, broadside, camera-ready art for reproduction) for the final project and present an oral presentation that includes a description of the process involved in making the work.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. The historical development of Italic alphabet (1450 AD), and its use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance. 2. Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits. 3. Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing. 4. Art materials appropriate for calligraphy. 5. Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc. 6. The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design. 7. The value of craft in art-making. 8. Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters. 9. Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class. Competencies and Skills: 1. Demonstrate skill in the use of broad-edged metal nibs, materials and techniques and write a historic script.

	2. Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture. 3. Trace the development of the 26-letter Western alphabet (also known as the Roman Alphabet) during a particular period. 4. Apply basic vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy. 5. Examine the functions of different letterforms, currently as well as historically. 6. Discriminate between various writing styles. 7. Make technically proficient and creatively expressive works of calligraphy 8. Assemble an appropriately designed, well-crafted final project which could include a book structure, broadside, or other work of art that incorporates the calligraphy studied that term. 9. Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

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	Southern Oregon University Western Oregon University Portland State University Oregon State University University of Oregon
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective

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

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Angela Batchelor 971-722-8017 angela.batchelor@pcc.edu
Course Prefix and Number:	ART 218C	# Credits:	2
Course Title: (60 characters max)	Lettering Calligraphy I	Transcript Title (30 characters max)	Calligraphy I - Carolingian and Uncial Alphabets
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

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

Course Description: (field will expand as needed)	Covers beginning practical and creative uses of calligraphy, lettering principles, techniques and functions. Discusses the traditions and historical development of letters with a focus on Carolingian and Uncial alphabets. ART218A, ART218B and ART218C may be taken in any order.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ 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)	Students will endeavor to do the following: • Use an understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. • Evaluate critically, appreciate, assess and respect the art of handwritten letters.

	• Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed. • Create personally significant works of calligraphy that demonstrate an introductory level of skill.
Course activities and design: (from CCOG)	1) Create works of calligraphy that concentrate on Carolingian and Uncial alphabets (majuscule and miniscule) with an awareness of the inherent characteristics of the letterforms. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Develop a skill set centered on working towards technical proficiency. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Begin to assess and self-critique personal work to strategize creative solutions. 6) Begin to develop personal work with an awareness of historical and contemporary artists working in calligraphy.
Outcomes assessment strategies:	• Participate in, and contribute to, class discussions and studio work sessions. • Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies). • Create an original artwork (i.e., handmade book, broadside, camera-ready art for reproduction) for the final project and present an oral presentation that includes a description of the process involved in making the work.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. The historical development of the Latin Uncial alphabet (400-600 AD) and Carolingian alphabet (800 AD) and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance. 2. Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits. 3. Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing. 4. Art materials appropriate for calligraphy. 5. Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc. 6. The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design. 7. The value of craft in art-making. 8. Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters. 9. Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class. Competencies and Skills: 1. Demonstrate skill in the use of broad-edged metal nibs, materials and techniques and write a historic script.

	2. Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture. 3. Trace the development of the 26-letter Western alphabet (also known as the Roman Alphabet) during a particular period. 4. Apply basic vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy. 5. Examine the functions of different letterforms, currently as well as historically. 6. Discriminate between various writing styles. 7. Make technically proficient and creatively expressive works of calligraphy 8. Assemble an appropriately designed, well-crafted final project which could include a book structure, broadside, or other work of art that incorporates the calligraphy studied that term. 9. Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

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	Southern Oregon University Western Oregon University Portland State University Oregon State University University of Oregon
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective

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

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

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

X ☐ course number

X ☐ title

X ☐ description

☐ prerequisites and co-requisites

X ☐ outcomes

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 220	Proposed prefix and number	ART 220A
Current course title	Advanced Lettering and Seminar	Proposed title (60 characters max)	Advanced Calligraphy
Reason for title change		Proposed transcript title (30 characters max)	Advanced Calligraphy

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

Current Description	Proposed Description
Advanced Lettering and Seminar Basic calligraphic scripts studied in ART 218 are reviewed and a variety of additional styles studied. Layout and design principles are presented, and students work through the process of designing and completing both broadsides and	Reviews the calligraphic scripts studied in the ART 218 sequence and refines the forms. Covers complex layout and design issues. Introduces beginning advanced techniques with the use of mixed media and working at a larger scale to develop personal aesthetic and vision. Includes creative problem-solving activities the professional

commercial kinds of work. Students study the lettering techniques and shop practices necessary for actual production of calligraphic and drawn letters on a commercial basis. Work involves problem-solving activities the professional calligrapher is likely to encounter on the job. May be taken three times for credit.	calligrapher is likely to encounter on the job. Prerequisites: Three terms of ART218 or instructor permission.
Reason for change	Consistency and clarity in course sequence.

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
* experience an enhanced visual awareness of calligraphy as a fine and graphic art. * evaluate critically, appreciate, assess and respect hand-written letters. * recognize differences between historical styles of calligraphy, and be aware of aspects of the social and historical context in which they were developed. * apply calligraphic skill and knowledge of design and reproduction methods to a variety of commercial applications. * create personally significant works of calligraphy.	* Use an advanced understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. * Use in-depth level of critical evaluation, appreciation, assessment and respect for the art of handwritten letters encountered in fine and graphic arts. * Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed. * Create personally significant works of calligraphy that demonstrate an advanced level of skill.
Reason for change	Relativity to other art classes with updated outcomes.

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

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

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into:			
prefix & number: ART218	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.			
X ☐ Placement into:			
prefix & number: Please see course description explanation.	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes ☒ 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 <u>related instruction website</u> to for information and guidance.	

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

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

Gene Flores	gene.flores@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Course Prefix and Number:	ART 220B	# Credits:	2
Course Title: (60 characters max)	Advanced Calligraphy	Transcript Title (30 characters max)	Advanced Calligraphy
Can this course be repeated?	No	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? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

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

Course Description: (field will expand as needed)	Explores the calligraphic scripts studied in the ART 218 sequence and refines the forms. Covers complex layout and design issues. Promotes intermediate advanced techniques with the use of mixed media and working at a larger scale to develop personal aesthetic and vision. Includes creative problem-solving activities the professional calligrapher is likely to encounter on the job. Prerequisites: One term of ART220 or ART 220A or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.			
☐ Placement into:	☐ Placement into:		
course prefix & number: Please see course description explanation.	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	* Use an advanced understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. * Use in-depth level of critical evaluation, appreciation, assessment and respect for the art of handwritten letters encountered in fine and graphic arts. * Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed.

	* Create personally significant works of calligraphy that demonstrate an advanced level of skill.
Course activities and design: (from CCOG)	1) Create single works that demonstrate the ability to use a variety of technical skills while remaining aware of the inherent characteristics of different calligraphic hands. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Demonstrate technical proficiency in current skill set. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop a personal body of work with an awareness of historical and contemporary artists working in calligraphy.
Outcomes assessment strategies:	• Participate in, and contribute to, class discussions and studio work sessions. • Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies). • Plan and create calligraphic pieces in response to a stated assignment. • Create an original work incorporating advanced calligraphy and present an oral presentation that includes a description of the process involved in making the work.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• The historical development of Roman capitals (during the Roman Empire) and Humanist Bookhand (during the Renaissance) including the influence of both cultural and technological factors on the development of letter styles. • The historical development of the Latin Uncial alphabet (400-600 AD), Carolingian alphabet (800 AD), and Italic alphabet (1450 AD), and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance. • Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits. • The role of 2D design in calligraphy, and letterforms' role in visual art and graphic design. • Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing.

- Art materials appropriate for calligraphy.
- Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- The value of craft in art-making.
- Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.
- Strategies for developing ideas.
- Strategies for problem solving in page layout and composition.

Competencies and Skills:

- Demonstrate skill in the use of broad-edged metal nibs, advanced materials and techniques. Could also include the use of a variety of lettering tools (brush, quill, ruling pen, reed pen, etc...).
- Write several historic scripts and contemporary variations, which may include the following: Roman majuscules, Uncial, Italic, Humanist Bookhand, Carolingian, and Gothic Blackletter.
- Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture.
- Trace the development of the 26-letter Western alphabet during a particular period.
- Apply vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
- Examine the functions of different letterforms, currently as well as historically.
- Discriminate between various writing styles.
- Make technically proficient and creatively expressive works of calligraphy.
- Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of printmaking courses (ART 271 A, B, C).

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

Section #3 Additional Information for new LDC courses

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

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

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

Impact on other Programs and Departments

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

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

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

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

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

Section # 4 Department Review

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

SAC Chair (type name)	Email

Elizabeth Bilyeu	<u>ebilyeu@pcc.edu</u>
SAC Administrative Liaison (type name)	Email
Gene Flores	<u>gene.flores@pcc.edu</u>
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Course Prefix and Number:	ART 220C	# Credits:	2
Course Title: (60 characters max)	Advanced Calligraphy	Transcript Title (30 characters max)	Advanced Calligraphy
Can this course be repeated?	No	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? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

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

Course Description: (field will expand as needed)	Continues the calligraphic scripts studied in the ART 218 sequence and refines the forms. Covers complex layout and design issues. Improves advanced techniques with the use of mixed media and working at a larger scale to develop personal aesthetic and vision. Includes creative problem-solving activities the professional calligrapher is likely to encounter on the job. Prerequisites: Two terms of ART220 or ART 220B or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.

☐ 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)	* Use an advanced understanding of calligraphy as a lens through which to observe hand lettering as a fine and graphic art. * Use in-depth level of critical evaluation, appreciation, assessment and respect for the art of handwritten letters encountered in fine and graphic arts. * Recognize differences between historical styles of calligraphy, with an awareness of the social and historical context in which they were developed.

	* Create personally significant works of calligraphy that demonstrate an advanced level of skill.
Course activities and design: (from CCOG)	1) Create single works that demonstrate the ability to use a variety of technical skills while remaining aware of the inherent characteristics of different calligraphic hands. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Demonstrate technical proficiency in current skill set. 4) Utilize the necessary vocabulary specific to calligraphy when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop a personal body of work with an awareness of historical and contemporary artists working in calligraphy.
Outcomes assessment strategies:	• Participate in, and contribute to, class discussions and studio work sessions. • Develop conceptual ideas through the practice of creative research and preparatory studies (i.e., sketches, drafts, mock-ups, dummies). • Plan and create calligraphic pieces in response to a stated assignment. • Create an original work incorporating advanced calligraphy and present an oral presentation that includes a description of the process involved in making the work.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• The historical development of Roman capitals (during the Roman Empire) and Humanist Bookhand (during the Renaissance) including the influence of both cultural and technological factors on the development of letter styles. • The historical development of the Latin Uncial alphabet (400-600 AD), Carolingian alphabet (800 AD), and Italic alphabet (1450 AD), and their use in manuscripts from the Dark Ages through the early Middle Ages and Renaissance. • Application, interpretation and redefinition of calligraphic ideas, drawing on historical and cultural contexts, while exploring personal expression and creative limits. • The role of 2D design in calligraphy, and letterforms' role in visual art and graphic design. • Demonstration and critical analysis of handwritten letterforms, considering legibility, harmony of form and technical skill in writing. • Art materials appropriate for calligraphy.

- Techniques employed in the lettering arts, including stenciling, paper embossing, color media, etc.
- The role of two-dimensional design concepts in calligraphy as they relate to fine art, graphic design and book design.
- The value of craft in art-making.
- Exploration of the relationship between form and content, and of how to synthesize idea and image using text and handwritten letters.
- Discussion of typeface design, and its roots in and relationship to evolved historical letterforms studied in class.
- Strategies for developing ideas.
- Strategies for problem solving in page layout and composition.

Competencies and Skills:

- Demonstrate skill in the use of broad-edged metal nibs, advanced materials and techniques. Could also include the use of a variety of lettering tools (brush, quill, ruling pen, reed pen, etc...).
- Write several historic scripts and contemporary variations, which may include the following: Roman majuscules, Uncial, Italic, Humanist Bookhand, Carolingian, and Gothic Blackletter.
- Recognize and appraise the evolution in letter shape and structure due to the influence of writing tools and culture.
- Trace the development of the 26-letter Western alphabet during a particular period.
- Apply vocabulary necessary to discuss the formal, conceptual, historic and technical aspects of calligraphy.
- Examine the functions of different letterforms, currently as well as historically.
- Discriminate between various writing styles.
- Make technically proficient and creatively expressive works of calligraphy.
- Transfer to a four-year college and continue a course of study in the field of fine art, graphic design or art history.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of printmaking courses (ART 271 A, B, C).

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

Section #3 Additional Information for new LDC courses

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

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

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

Impact on other Programs and Departments

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

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

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

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

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

Section # 4 Department Review

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

SAC Chair (type name)	Email

Elizabeth Bilyeu	<u>ebilyeu@pcc.edu</u>
SAC Administrative Liaison (type name)	Email
Gene Flores	<u>gene.flores@pcc.edu</u>
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Current prefix and number	ART231	Proposed prefix and number	ART231A
Current course title	Drawing	Proposed title (60 characters max)	Drawing II A
# Credits	3	Proposed transcript title (30 characters max)	Drawing II A
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)

Deepens basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. May be taken three times for credit. Audit available. • The course may include demonstrations, slides, lectures, video/films and field trips. • It is suggested that Art 131 be taken before enrolling in Art 231 which is a more advanced class that builds on the basic techniques and ideas developed in Art 131. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 231 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	Deepens basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. ~~May be taken three times for credit.~~ This is the first course in a three-course sequence. Prerequisites: Three terms of ART131 or ART 131C or instructor permission. Audit available. Addendum to Course Description: • The course may include demonstrations, slides, lectures, video/films and field trips. • This is the first in a three-course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 231 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.
Reason for change	Clarification of course sequencing and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes

Upon successful completion students should be able to: 1. Implement deeper creative strategies to solve problems in making drawings. ☐ 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. ☐ 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ☐ 4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.	~~Upon successful completion students should be able to:~~ ~~1. Implement deeper creative strategies to solve problems in making drawings. ☐~~ ~~2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others. ☐~~ ~~3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ☐~~ ~~4. Apply perceptual and conceptual skills to develop a richer and richer experience of the visual world.~~
Reason for change	n/a

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

Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into: . Please see course description explanation.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes x ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	Gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	ART231B	# Credits:	3
Course Title: (60 characters max)	Drawing IIB	Transcript Title (30 characters max)	Drawing IIB
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	
Pass/No pass	x ☐	☐	
Audit in consultation with faculty	x ☐	☐	

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

Course Description: (field will expand as needed)	Further deepens basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. This is the second course in a three-course sequence. Prerequisites: One term of ART231 or ART 231A or instructor permission. Audit available.
Addendum to Course Description:	• The course may include demonstrations, slides, lectures, video/films and field trips. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 231 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Implement deeper creative strategies to solve problems in making drawings. □ 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others.□ 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.□ 4. Employ perceptual and conceptual skills to develop a richer and richer experience of the visual world.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1)Create drawings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different drawing processes. 2)Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency. 4)Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Further expand and utilize the necessary vocabulary specific to drawing when participating in class critiques and discussions. 6)Begin to assess and self-critique personal work to strategize creative solutions. 7)Begin to develop personal work with an awareness of historical and contemporary artists working in drawing.
Outcomes assessment strategies:	Students will: • Practice various processes by which the artist sees nature, conceives ideas, and executes a drawing. • Examine aspects of the conceptual process such as experiencing, visualizing, symbolizing, playing, and imagining. • Bring all human senses to the experience of drawing. • Discover an individual way of understanding the world and giving it form through drawing. • Apply one's knowledge of material and techniques to understanding the drawing. Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts,	• Employ composition in the picture plane. Examine compositional devices such as symmetry, asymmetry, rhythm, and push/pull. • Observe interaction between figure and ground. • Create sense of three-dimensional illusion through linear and aerial

Issues and Skills: (from CCOG)	perspective, modeling in light, etc. • Distinguish between line, edge, contour. • Examine texture: expressive and naturalistic. • Practice the gesture in mark making. • Understand the differences between illustration, representation, expression and their effects. • Become familiar with various dry media such as charcoals, pencils and contes. • Become familiar with wet media such as ink, ink wash, and wash with dry media. • Experiment with mixed media. Examine papers for various surface effects and working processes.
Reason for the new course	Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon	

schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

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

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or	

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	ART231C	# Credits:	3
Course Title: (60 characters max)	Drawing IIC	Transcript Title (30 characters max)	Drawing IIC
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Further deepens intermediate perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. This is the third course in a three-course sequence. Prerequisites: Two terms of ART231 or ART 231B or instructor permission. Audit available.
Addendum to Course Description:	• The course may include demonstrations, slides, lectures, video/films and field trips. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 231 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Implement deeper creative strategies to solve problems in making drawings. □ 2. Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others.□ 3. Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.□ 4. Refine perceptual and conceptual skills to develop a richer and richer experience of the visual world.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1)Create drawings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different drawing processes. 2)Generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency. 4)Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Utilize the necessary vocabulary specific to drawing when participating in class critiques and discussions. 6)Assess and self-critique personal work to strategize creative solutions. 7)Develop personal work with an awareness of historical and contemporary artists working in drawing.
Outcomes assessment strategies:	Students will: • Implement various processes by which the artist sees nature, conceives ideas, and executes a drawing. • Examine aspects of the conceptual process such as experiencing, visualizing, symbolizing, playing, and imagining. • Bring all human senses to the experience of drawing. • Discover an individual way of understanding the world and giving it form through drawing. • Apply one's knowledge of material and techniques to understanding the drawing. Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and	• Employ composition in the picture plane. Examine compositional devices such as symmetry, asymmetry, rhythm, and push/pull. • Observe interaction between figure and ground. • Create sense of three-dimensional illusion through linear and aerial perspective, modeling in light, etc.

Skills: (from CCOG)	• Distinguish between line, edge, contour. • Examine texture: expressive and naturalistic. • Practice the gesture in mark making. • Understand the differences between illustration, representation, expression and their effects. • Expand familiarity with various dry media such as charcoals, pencils and contes. • Expand familiarity with wet media such as ink, ink wash, and wash with dry media. • Experiment with mixed media. Examine papers for various surface effects and working processes.
Reason for the new course	Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	x ☐ required or support for major x ☐ general education distribution requirement x ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution x ☐ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	

reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☒ course number
☒ title
☒ description (include requisites)
☒ outcomes
☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Current prefix and number	ART237	Proposed prefix and number	ART237A
Current course title	Life Drawing	Proposed title (60 characters max)	Life Drawing A
# Credits	3	Proposed transcript title (30 characters max)	Life Drawing A
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)

Investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. May be taken three times for credit. Audit available. Addendum to Course Description The course includes demonstrations, slides, lectures, video/films. It is required that student complete six credit hours of Drawing or Painting with grade of C or better and/or instructor's permission. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. This course fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.	Investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. Audit available. Addendum to Course Description The course includes demonstrations, slides, lectures, video/films. It is required that student complete six credit hours of Drawing or Painting with grade of C or better and/or instructor's permission. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. This course fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.
Reason for change	Clarification of course sequencing and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Implement creative ways to solve visualization problems in drawing the human	~~Upon successful completion students should be able to:~~ ~~1. Implement creative ways to solve visualization problems in drawing the human~~

form using a variety of perceptual and conceptual strategies.□ 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.□ 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.□ 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.□ 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.	~~form using a variety of perceptual and conceptual strategies.□~~ ~~2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.□~~ ~~3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.□~~ ~~4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.□~~ ~~5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.~~ .
Reason for change	n/a

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Art SAC previously opted out of these prerequisites for all Studio courses.

☐ Placement into: .

prefix & number:

☐
☐
☐

	Prerequisite	Corequisite	pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date

Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	ART237B	# Credits:	3
Course Title: (60 characters max)	Life Drawing B	Transcript Title (30 characters max)	Life Drawing B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	
Pass/No pass	x ☐	☐	
Audit in consultation with faculty	x ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Further investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. Prerequisites: One term of ART237 or ART237A or instructor permission. Audit available.
Addendum to Course Description:	• The course may include demonstrations, slides, lectures, video/films and field trips. • This is the second in a three-course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 231 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

X ☐ Placement into: Please see course description explanation.	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Further implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.□ 2. Apply an intermediate level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.□ 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.□ 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.□ 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create life drawings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different life drawing processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to life drawing when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in life drawing.
Outcomes assessment strategies:	Students will: • Bring all human senses to the experience of Life Drawing. • Examine aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Employ various processes by which the artist sees nature, conceives ideas and executes a drawing. • Observe ways to process visual experience through a drawing; gesture, contour, massing, shading, expression, etc. • Participate in review of class drawings through application of vocabulary and aesthetic processes.

	Experience the connection between sight and the other senses used to understand the figure as subject matter .
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Develop use of materials for mark-making which may include graphite, charcoal, conte, pastels, ink, etc. • Demonstrate familiarity with composition in the picture plane. • Create sense of three-dimensional illusion through perspective, modeling in light, etc. • Experience various drawing surfaces: newsprint, bond, charcoal paper, butcher paper, etc. • Demonstrate familiarity with compositional devices: active/passive, symmetry/asymmetry, rhythm, etc. • Observe interaction between figure and ground. • Discover an individual way of understanding and drawing the figure. • Understand the difference between illustration, representation, expression and their effects. • Become familiar with various historical approaches to figure drawing and their reflection of the human record.
Reason for the new course	Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	x ☐ required or support for major x ☐ general education distribution requirement x ☐ general elective

	☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution x ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form X ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x ☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ 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
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	ART237C	# Credits:	3
Course Title: (60 characters max)	Life Drawing C	Transcript Title (30 characters max)	Life Drawing C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	
Pass/No pass	x ☐	☐	
Audit in consultation with faculty	x ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Further investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops intermediate understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. Prerequisites: Two terms of ART237 or ART 237B or instructor permission. Audit available.
Addendum to Course Description:	• The course may include demonstrations, slides, lectures, video/films and field trips. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 231 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Further implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.□ 2. Apply an expanded intermediate level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.□ 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.□ 4. Refine personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.□ 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create life drawings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different life drawing processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to life drawing when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. 7) Develop personal work with an awareness of historical and contemporary artists working in life drawing.
Outcomes assessment strategies:	Students will: • Bring all human senses to the experience of Life Drawing. • Refine aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Employ various processes by which the artist sees nature, conceives ideas and executes a drawing. • Demonstrate ways to process visual experience through a drawing; gesture, contour, massing, shading, expression, etc. • Participate in review of class drawings through application of vocabulary and aesthetic processes. Experience the connection between sight and the other senses used to

	understand the figure as subject matter .
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Develop use of materials for mark-making which may include graphite, charcoal, conte, pastels, ink, etc. • Further explore composition in the picture plane. • Employ sense of three-dimensional illusion through perspective, modeling in light, etc. • Investigate various drawing surfaces: newsprint, bond, charcoal paper, butcher paper, etc. • Further explore compositional devices: active/passive, symmetry/asymmetry, rhythm, etc. • Observe interaction between figure and ground. • Discover an individual way of understanding and drawing the figure. • Understand the difference between illustration, representation, expression and their effects. • Become familiar with various historical approaches to figure drawing and their reflection of the human record.
Reason for the new course	Allows for further study under new number.

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?

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Which OUS school will the course transfer to? List all	Already approved for Gen Ed.
How does it transfer Check all that apply	x ☐ required or support for major x ☐ general education distribution requirement x ☐ general elective

	☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution x ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form X ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	x ☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ 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
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

☒ course number

☒ title

☒ description (include requisites)

☒ outcomes

☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Kim Manchester 971-722-8025 kim.manchester@pcc.edu
Current prefix and number	ART 240	Proposed prefix and number	ART 240A
Current course title	Digital Photography II	Proposed title (60 characters max)	Digital Photography II
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Introduces digital photography as it relates to creative arts, history, media and culture in both a historical and contemporary context. 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 camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. Recommended: ART 141 or ART 142. Audit available.	Explores the boundaries of digital photography to begin to include a more personal practice while placing work within a historical, social and cultural context. Introduces critical skills necessary to expand perceptual and visual cultural awareness by using a broad range of intermediate digital processes and concepts. Introduces the ideas related to the development of a professional photographic practice. Requires access to a camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. This is the first course in a three-course sequence for second year digital photography. Prerequisite: Three terms of ART140 or ART140C or instructor permission.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. ☐ Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. ☐ Find and develop creative ways to solve artistic and conceptual problems with an increased understanding of the medium using a variety of photographic	Students will endeavor to do the following: Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. ☐ Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. ☐ Find and develop creative ways to solve artistic and conceptual problems with an increased understanding of the medium using a variety of photographic strategies. ☐ Create personal photographic artwork, which demonstrate a greater level of understanding of photographic ideas and the processes, materials, and techniques associated with making digital

strategies. ☐ Create personal photographic artwork, which demonstrate an intermediate level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs. ☐ Navigate challenges & opportunities of working in a community photographic studio. ☐ Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters in an increasingly sophisticated way.	photographs. ☐ Navigate challenges & opportunities of working in a community photographic studio. Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters in an increasingly sophisticated way.
Reason for change	Updating terminology, techniques and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: Please see course description explanation.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term (if AFTER the next available term) Summer 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 240B	# Credits:	3
Course Title: (60 characters max)	Digital Photography II	Transcript Title (30 characters max)	Digital Photography II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores the boundaries of digital photography to include a more personal practice while placing work within a historical, social and cultural context. Develops the critical skills necessary to expand perceptual and visual cultural awareness by using a broad range of advanced digital processes and concepts. Encourages further development of a professional photographic practice. Requires access to a camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. This is the second course in a three-course sequence for second year digital photography. Prerequisite: One term of ART 240 or ART 240A or instructor permission.
Addendum to Course Description:	This course provides hands-on experience that approaches intermediate aspects of advanced digital photography from an artistic, historic, and craft-oriented perspective. All aspects of digital photography will be considered, from exposure of images in the camera, to the presentation the finished image. Special attention will be paid to self-expression, based on an understanding of aesthetic principles and graphic design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Students’ abilities will be developed through regular photographic assignments and critical evaluations.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

X ☐ Placement into: Please see course description explanation.

☐ Placement into:

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for

more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	Students will be able to: • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • Find and develop creative ways to solve artistic and conceptual problems with an increased understanding of the medium using a variety of photographic strategies. • Create personal photographic artwork, which demonstrate an intermediate level of understanding of the advanced photographic ideas, processes, materials, and techniques associated with making digital photographs. • Navigate challenges & opportunities of working in a community photographic studio. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters at an advanced level.
Course activities and design: (from CCOG)	1. Understand advanced digital capture formats and strategies and investigate the use of alternative methods of digital and traditional photographic imaging. 2. Build upon current skill set with the intent of working towards technical proficiency. 3. Utilize medium and large format printing, archival printing methodologies and materials 4. Generate ideas/concepts with an advanced awareness of the intended content of the work produced. 5. Hone research and critical inquiry skills applied to photography locally and globally 6. Begin to develop personal work with an awareness of historical and contemporary artists working in photography. 7. Practice and improve skills of assessment and knowledge base of materials and methods. 8. Assess and self-critique personal work to strategize creative solutions. 9. Further expand and utilize the necessary vocabulary specific to digital

	photography when participating in class critiques and discussions.
Outcomes assessment strategies:	Students are expected to: • Complete and present the individual work within a professional studio critique. • Use and further develop a sophisticated use of photography-related vocabulary and concepts necessary to engage within a studio environment • Demonstrate appropriate techniques in an intermediate advanced photographic practice as well as studio habits beyond the classroom studio • Demonstrate ability to meet deadlines with proper time management and craftsmanship. • Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print that may include, third-party printing, in-house color calibration and self-printing, projection, virtual or web presentation of their images 3. Challenges to visualization inherent in photography. 4. Language of photography and the qualities that distinguish it from other graphic and/or digital media. 5. Photography in history, its ethical, social, political and cultural contexts. 6. Options and possibilities for original work. 7. Evaluating prints and images. 8. Safety. 9. Environmental concerns related to materials, consumption, production and output strategies and proper disposal of waste produced. 10. Non-traditional media and combined techniques (e.g., zines, artist &/or kinetic books, collage, mixed media and collaboration with other disciplines). SKILLS AND METHODOLOGIES Advanced knowledge of the camera: image storage systems, light-metering and exposure controls (manual and automatic). Digital capture: understanding of the variety of methods of digital capture as technologies are developed and explored, as from camera to scanner, film to pinhole Digital darkroom: Advanced knowledge of the use, manipulation, advantages and limitations of digital image software. Advanced level of digital image processing and editing across multiple file formats (such as jpg, tiff and RAW), evaluating digital image exposures for lighting, contrast and color balance; further image manipulation such as dodging, burning and cropping. Finishing the digital photograph: rendering for web or print; retouching the final

	image; dry mounting and over-matting; other options, including books, zines, and mixed media may be discussed. Competence in the variety of methods for outputting the image physically or virtually. • medium and large-format printing • use of professional printers • publish/exhibit work online • employ knowledge of archival issues and after-print methods of optimizing, • presenting, and maintaining the print itself. Aesthetic issues: use of graphic techniques, through control of contrast and density; effective use of focus, depth-of-field, and stopping/blurring motion; use of the rectangle, the edge, and cropping; line, form, shape, texture, rhythm, and space. Attributes of digital and chemical photographic history and practitioners: presentation, through slides, lectures, and videos, of periods, artists, and technology, issues in the history of photography. In particular, photographic genres, including landscape and nature, documentary, reportage, abstraction, portrait, self-portrait, and candid photography, will be discussed. Emphasis will be on how historical concerns effect, and led to, contemporary issues, artists, and techniques. Self-Expression: the digital image as an interpretive medium and the ability to reflect on one's own work through methods that may include discussion, journaling peer and self-critique. Presentation: understand contemporary exhibition and presentation options and techniques and standards as well as development of a personal portfolio. □ □ Community: collaborative projects, Service Learning, or individual projects incorporating social and community practices and engagement. Understand how to select the most effective presentation for a particular image. Demonstrate familiarity with historical styles by comparing prints to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of photography courses (ART 240 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

Implementation term:

☐

Next available term after approval

☒

Specify term AFTER the next available summer 2013

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)

Email

Elizabeth Bilyeu

ebilyeu@pcc.edu

SAC Administrative Liaison (type name)

Email

Gene Flores

Gene.flores@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Course Prefix and Number:	ART 240C	# Credits:	3
Course Title: (60 characters max)	Digital Photography II	Transcript Title (30 characters max)	Digital Photography II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores the boundaries of advanced digital photography to cultivate a personal practice while placing work within a historical, social and cultural context. Explores the critical skills necessary to expand perceptual and visual cultural awareness by using a broad range of advanced digital processes and concepts. Encourages further development of a professional-level photographic practice. Requires access to a camera with manual exposure controls, DSLR (digital single-lens-reflex) cameras are preferred. This is the third course in a three-course sequence for second year digital photography. Prerequisite: Two terms of ART240 or ART240B or instructor permission.
Addendum to Course Description:	This course provides hands-on experience that approaches aspects of advanced digital photography from an artistic, historic, and craft-oriented perspective. All aspects of digital photography will be considered, from exposure of images in the camera, to the presentation the finished image. Special attention will be paid to self-expression, based on an understanding of aesthetic principles and graphic design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Students’ abilities will be developed through regular photographic assignments and critical evaluations.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:		☐ Placement into:	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.

Learning Outcomes: (Use observable and measurable verbs)	• Continue to understand, interpret and enjoy photography from past to present within a local as well as global context at a deeper level. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others using advanced level vocabulary. • Find and develop creative ways to solve artistic and conceptual problems with an advanced understanding of the medium using a variety of photographic strategies. • Create personal photographic artwork, which demonstrate an intermediate level of understanding of the advanced photographic ideas, processes, materials, and techniques associated with making digital photographs. • Navigate challenges & opportunities of working in a community photographic studio. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters at an advanced level.
Course activities and design: (from CCOG)	• Understand and employ advanced digital capture formats and strategies and investigate the use of alternative methods of digital and traditional photographic imaging. • Build upon current skill set with the intent of working towards advanced technical proficiency. • Utilize medium and large format printing, archival printing methodologies and materials. • Generate ideas/concepts with an advanced awareness of the intended content of the work produced. • Hone and refine research and critical inquiry skills applied to photography locally and globally. • Develop personal work with an awareness of historical and contemporary artists working in photography. • Practice and improve skills of assessment and knowledge base of materials and methods. • Assess and self-critique personal work to strategize creative solutions. • Further expand and utilize the necessary vocabulary specific to digital photography when participating in class critiques and discussions.

Outcomes assessment strategies:	Students are expected to: • Complete and present the individual work within a professional studio critique. • Use and further develop a sophisticated use of photography-related vocabulary and concepts necessary to engage within a studio environment • Demonstrate appropriate techniques in an advanced photographic practice as well as studio habits beyond the classroom studio • Demonstrate ability to meet deadlines with proper time management and craftsmanship. • Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print that may include, third-party printing, in-house color calibration and self-printing, projection, virtual or web presentation of their images 3. Challenges to visualization inherent in photography. 4. Language of photography and the qualities that distinguish it from other graphic and/or digital media. 5. Photography in history, its ethical, social, political and cultural contexts. 6. Options and possibilities for original work. 7. Evaluating prints and images. 8. Safety. 9. Environmental concerns related to materials, consumption, production and output strategies and proper disposal of waste produced. 10. Non-traditional media and combined techniques (e.g., zines, artist &/or kinetic books, collage, mixed media and collaboration with other disciplines). SKILLS AND METHODOLOGIES Advanced knowledge of the camera: image storage systems, light metering and balancing systems, and the exposure controls (manual and automatic). Digital capture: understanding of the variety of methods of digital capture as technologies are developed and explored, as from camera to scanner, film to pinhole Digital darkroom: Advanced knowledge of the use, manipulation, advantages and limitations of digital image software. Advanced level of digital image processing and editing across multiple file formats (such as jpg, tiff and RAW), evaluating digital image exposures for lighting, contrast and color balance; further image manipulation such as dodging, burning and cropping. Finishing the digital photograph: rendering for web or print; retouching the final image; dry mounting and over-matting; other options, including books, zines, and mixed media may be discussed. Competence in the variety of methods for outputting the image physically or virtually.

	• medium and large-format printing • use of professional printers • publish/exhibit work online • employ knowledge of archival issues and after-print methods of optimizing, presenting, and maintaining the print itself. Aesthetic issues: use of graphic techniques, through control of contrast and density; effective use of focus, depth-of-field, and stopping/blurring motion; use of the rectangle, the edge, and cropping; line, form, shape, texture, rhythm, and space. Attributes of digital and chemical photographic history and practitioners: presentation, through slides, lectures, and videos, of periods, artists, and technology, issues in the history of photography. In particular, photographic genres, including landscape and nature, documentary, reportage, abstraction, portrait, self-portrait, and candid photography, will be discussed. Emphasis will be on how historical concerns effect, and led to, contemporary issues, artists, and techniques. Self-Expression: the digital image as an interpretive medium and the ability to reflect on one's own work through methods that may include discussion, journaling peer and self-critique. Presentation: understand contemporary exhibition and presentation options and techniques and standards as well as development of a personal portfolio. Community: collaborative projects, Service Learning, or individual projects incorporating social and community practices and engagement. Understand how to select the most effective presentation for a particular image. Demonstrate familiarity with historical styles by comparing prints to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of photography courses (ART 240 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or		

disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☒ course number
- ☒ title
- ☒ description (include requisites)
- ☒ outcomes
- ☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Richey Bellinger 7090 richey.bellinger@pcc.edu
Current prefix and number	ART 248	Proposed prefix and number	ART 248A
Current course title	Glass Casting	Proposed title (60 characters max)	Glass Casting A
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Provides an introductory but thorough studio experience investing the mechanics and design concerns necessary to make molds for glass casting and then casting in glass. Included is an overview of related processes and techniques and concepts that address historical and contemporary issues. Students will use a variety of techniques to develop and implement creative problem solving. Critiques, discussion, and presentations establish critical skills necessary to evaluate glass crafting, explore artistic intent, examine structural solutions, and expand perceptual awareness. Includes demonstrations, lectures, slides and audiovisual materials. May be taken three times for credit. Recommend: ART 117.	Provides an introductory studio experience involving the mechanics and design concerns necessary to make molds for glass casting and then casting in glass. Included is an overview of related processes and techniques and concepts that address historical and contemporary issues. Students will use a variety of techniques to develop and implement creative problem solving. Critiques, discussion, and presentations establish basic critical skills necessary to evaluate glass crafting, explore artistic intent, examine structural solutions, and expand perceptual awareness. Includes demonstrations, lectures, slides and audiovisual materials. This is the first course in a three-course sequence exploring glass casting. Recommend: ART 117.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Make molds and glass casts. 2. Implement creative problem solving 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about mold making and glass craft with others. 4. Identify ideas and issues and participate in critical dialogue. 5. Increase appreciation of sculptural works from different cultures as they apply to glass casting, expanding awareness of the diversity of perspectives on the human experience. 6. Continue to develop a heightened awareness of the physical world and of	1. Make molds and glass casts. 2. Implement creative problem solving 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about mold making and glass craft with others. 4. Identify ideas and issues and participate in critical dialogue. 5. Experience and appreciate sculptural works from different cultures as they apply to glass casting, initiating an awareness of the diversity of perspectives on the human experience. 6. Develop, through the experience of making and studying glass casting, a heightened awareness of the physical world and of the ecological impact of art materials on the environment.

the ecological impact of art materials on the environment. 7. Establish tools for self-assessment.	7. Establish tools for self-assessment.
Reason for change	Updating terminology, techniques, and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being

requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
X No

Implementation term X Next available term after approval
☐ Specify term (if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission

SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	11/13/12
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Richey Bellinger 7090 richey.bellinger@pcc.edu
Course Prefix and Number:	ART248B	# Credits:	3
Course Title: (60 characters max)	Glass Casting B	Transcript Title (30 characters max)	Glass Casting B
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes XX No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X	X ☐	
Pass/No pass	X	☐	
Audit in consultation with faculty	X	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides an intermediate level studio experience involving the mechanics and design concerns necessary to make molds for glass casting and then casting in glass. Included is an overview of related processes and techniques and concepts that address historical and contemporary issues. Students will use a variety of techniques to develop and implement creative problem solving. Critiques, discussion, and presentations develop critical skills necessary to evaluate glass crafting, explore artistic intent, examine structural solutions, and expand perceptual awareness. Includes demonstrations, lectures, slides and audiovisual materials. This is the second course in a three-course sequence exploring glass casting. Prerequisite: One term of ART 248 or ART248A or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores 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	The Art SAC opted out of WR, RD, MTH prerequisites for Studio 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). 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. Make intermediate level molds and glass casts. 2. Implement creative problem solving. 3. Ask meaningful questions, identify ideas and issues, and develop an intermediate level vocabulary, so as to be able to actively participate in a critical dialogue about mold making and glass craft with others. 4. Evaluate and appreciate sculptural works from different cultures as they apply to glass casting, initiating an awareness of the diversity of perspectives on the human experience. 5. Develop, through the experience of making and studying glass casting, a heightened awareness of the physical world and of the ecological impact of art materials on the environment. 6. Employ self-critiquing skills to develop autonomous expression in glass casting, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create glass casts that incorporate a variety of technical skills with an awareness of the inherent characteristics of different casting processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the produced work. 3) Build upon current skill sets with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to glass casting when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in glass casting.
Outcomes assessment strategies:	Competencies and Skills The successful student should be able to do the following: Communicate with others on a variety of levels (i.e. formal, conceptual etc.) on the subject of glass. Assess the ways in which art objects are affected by personal perspectives and experiences. Make historical and cultural connections in determining meaning and understanding of art. Complete and present individual work within a professional studio critique. Demonstrate appropriate techniques in intermediate level glass casting and studio habits beyond the classroom studio. Demonstrate ability to meet deadlines with proper time management and craftsmanship.
Course Content: Themes, Concepts,	Course Content (Themes, Concepts, Issues and Skills) Concepts • Create visual ideas through experiencing and playing with materials, imagining,

Issues and Skills: (from CCOG)	dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, drawing, collaborating, scrutinizing, discussing) • Develop these ideas in glass through sketches, plans, maquettes, test pieces, models and finally casting glass objects • The relationship between Perception and Art • The relationship between Form and Content • Methodologies for interpreting art - Historical and Cultural Contexts • Concepts, theories, and issues addressed by contemporary glass makers from different cultures. • Relationships between form and content in works of art from different cultures and historical periods. • Intercultural and "interhistorical" influences (e.g. the influence of historically important glass centers abroad on contemporary American glass art today.) Ceramic Forms and Perceptual Impact • Visual/physical elements used to create glass form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, weight, volume, mass, text, etc. • Relationships of characteristics within visual/physical elements (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture, etc.) • Strategies for manipulating visual/physical elements as a means of formal composition and expression (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.) Materials and Techniques • Comprehensive understanding of plaster and its application to process. • Safety and hygiene in the studio. • Firing schedules, understanding ramps and soaks and the operations of the kilns and controllers. • Working comfortably both with clay and wax forming techniques. • Making flexible molds, mother molds in preparations for lost wax casting.
Reason for the new course	Clarification of the course and updating terminology. Course is the second of a three sections for a year-long study of glass casting.

Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering

these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Richey Bellinger 7090 richey.bellinger@pcc.edu
Course Prefix and Number:	ART248C	# Credits:	3
Course Title: (60 characters max)	Glass Casting C	Transcript Title (30 characters max)	Glass Casting C
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes XX No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X	X ☐	
Pass/No pass	X	☐	
Audit in consultation with faculty	X	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides an advanced level studio experience involving the mechanics and design concerns necessary to make molds for glass casting and then casting in glass. Included is an in-depth overview of related processes and techniques and concepts that address historical and contemporary issues. Students will use a variety of advanced techniques to develop and implement creative problem solving. Critiques, discussion, and presentations develop critical skills necessary to evaluate glass crafting, explore artistic intent, examine structural solutions, and expand perceptual awareness. Includes demonstrations, lectures, slides and audiovisual materials. This is the third course in a three-course sequence exploring glass casting. Prerequisites: Two terms ART 248 or ART 248B or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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

The Art SAC opted out of WR, RD, MTH prerequisites for Studio 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). 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. Make advanced level molds and glass casts. 2. Implement creative problem solving 3. Ask meaningful questions, identify ideas and issues, and develop an advanced level vocabulary, so as to be able to actively participate in a critical dialogue about mold making and glass craft with others. 4. Understand, interpret, and appreciate sculptural works from different cultures as they apply to glass casting, initiating an awareness of the diversity of perspectives on the human experience. 5. Develop, through the experience of making and studying glass casting, a heightened awareness of the physical world and of the ecological impact of art materials on the environment. 6. Employ self-critiquing skills to develop autonomous expression in glass casting, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create glass casts that incorporate a wide variety of technical skills with an experienced awareness of the inherent characteristics of different casting processes. 2) Explore advanced ideas/concepts with an awareness of the intended content of the produced work. 3) Build upon current skill sets with the intent of working towards technical proficiency. 4) Practice safe studio habits in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to glass casting when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. 7) Develop a body of personal work with a thorough awareness of historical and contemporary artists working in glass casting/sculpture.
Outcomes assessment strategies:	Competencies and Skills The successful student should be able to do the following: Communicate with others on a variety of levels (i.e. formal, conceptual etc.) on the subject of glass. Assess the ways in which art objects are affected by personal perspectives and experiences. Make historical and cultural connections in determining meaning and understanding of art. Complete and present individual work within a professional studio critique. Understand the vocabulary and concepts necessary to engage within a studio environment. Demonstrate ability to meet deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation. Find resources for materials and tools used in glass casting. Conduct research to develop ideas, perspectives, and influences from a variety of sources. Employ a variety of strategies to solve problems encountered in the process of

	realizing an idea for a glass form. Students will be able to make models, sketches, maquettes, material tests, etc. Use a variety of conceptual strategies to make molds and create glass castings. Use the proper safety/health equipment and procedures in working in the studio. Make interesting, challenging, appropriately crafted work. Analyze and enjoy the formal and perceptual concerns of glass. .
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	Course Content (Themes, Concepts, Issues and Skills) Concepts • Create visual ideas through experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, drawing, collaborating, scrutinizing, discussing) • Develop these ideas in glass through sketches, plans, maquettes, test pieces, models and finally casting glass objects • The relationship between Perception and Art • The relationship between Form and Content • Methodologies for interpreting art Historical and Cultural Contexts • Concepts, theories, and issues addressed by various cultures and historical periods. • Concepts, theories, and issues addressed by contemporary glass makers from different cultures. • Relationships between form and content in works of art from different cultures and historical periods. • The roles of art and artists in different cultures • Intercultural and "interhistorical" influences (e.g. the influence of historically important glass centers abroad on contemporary American glass art today.) Ceramic Forms and Perceptual Impact • Visual/physical elements used to create glass form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, weight, volume, mass, text, etc. • Relationships of characteristics within visual/physical elements (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture, etc.) • Strategies for manipulating visual/physical elements as a means of formal composition and expression (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.) • The relationship between material and form and their visual/ physical impact (i.e. a hollow clear form imparts light and breath and movement as the viewers eyes move across the surface where as heavily saturated glass regardless of its form suggests imperviosity and stasis. Heavy texture on glass bounces the light around while a smooth surface draws the light into the form.) Materials and Techniques • Comprehensive understanding of plaster and its application to process. • Comprehensive understanding of the components and characteristics of

	investment materials. • Safety and hygiene in the studio. • Firing schedules, understanding ramps and soaks and the operations of the kilns and controllers. • Working comfortably both with clay and wax forming techniques. Making flexible molds, mother molds in preparations for lost wax casting. Critical Analysis Vocabulary relevant to ideas, materials, and techniques pertaining to glass casting and mold making. Application, interpretation, and redefinition of glass casting ideas, connection of historical and cultural contexts, personal expression and creative freedom.
Reason for the new course	Clarification of the course and updating terminology. Course is the third of three sections for a year long study of glass casting.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural	☐ Yes – Submit the <u>General Education</u> form

Diversity designation being sought at this time?	☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☒ course number
☒ title
☒ description
☒ outcomes
☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Charles Washburn 4244 cwashbur@pcc.edu
Current prefix and number	Art 253	Proposed prefix and number	Art 253A
Current course title	Ceramics I	Proposed title (60 characters max)	Ceramics I A
# Credits	3	Proposed transcript title (30 characters max)	Ceramics I A
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Explores ceramic processes, techniques and concepts while addressing historical and contemporary issues. Develops and encourages creative problem solving by utilizing various ceramic techniques. Includes critiques, discussions, and ceramic presentations to establish critical skills necessary to evaluate ceramics, explore artistic intent, examine structural solutions, and expand perceptual awareness. This is the first course of a two-course sequence. May be taken three times for credit.	Introduces beginning ceramic processes, techniques, and concepts while addressing historical and contemporary issues. Develop a beginning level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a three-course sequence.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes (required information for all course revisions)	New learning outcomes
* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate an introductory level of understanding of ceramic ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one’s knowledge on the diversity of perspectives of the human experience. * Continually develop a heightened awareness of the physical world, the	Students will endeavor to do the following: * Find and develop beginning level creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate a beginning level of understanding of ceramic ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a beginning level vocabulary to actively participate in a critical dialogue about ceramics with others. * Experience and appreciate ceramics of the past and the present from different cultures in order to initiate a life long process of expanding one’s knowledge of the diversity of perspectives in the human experience. * Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact. * Establish self-critiquing skills.

nature of the relationship of human beings to it, and our impact on it via the experience of making ceramics.
 *Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Art SAC previously opted out of these prerequisites for all Studio Courses.

☐ Placement into: .

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

Proposed prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.

☐

yes

☒

no

If yes. Then check to see if the hours of student learning should be amended in the related

instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation term ☒ Next available term after approval
☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	10/24/12
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	10/24/12

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Charles Washburn 4244 cwashbur@pcc.edu
Course Prefix and Number:	Art 253B	# Credits:	3
Course Title: (60 characters max)	Ceramics I B	Transcript Title (30 characters max)	Ceramics I B
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces beginning intermediate level ceramic processes, techniques, and concepts while addressing historical and contemporary issues. Develop a beginning intermediate level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the second course of a three-course sequence for first year ceramics. prerequisite: One term of ART 253 or ART 253A or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio Courses.			
☒ Placement into: Please see course description explanation.	☐ Placement into:		
course prefix & number: One term of ART 253 or ART 253A	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	The ART SAC opted out of WR, RD, MTH prerequisites for Studio 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). 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)	Students will be able to: ❖ Explore and develop beginning intermediate level creative ways to solve ceramic process problems using a variety of strategies for making ceramics. ❖ Create personal works in clay, which demonstrate a beginning level of understanding of ceramic ideas, materials and techniques. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using beginning intermediate level vocabulary. ❖ Evaluate and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via and experience of making and studying ceramics. ❖ Employ self-critiquing skills to develop autonomous expression in ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create ceramics that incorporate a variety of technical skills with an awareness of the inherent characteristics of different ceramic processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the produced work. 3) Build upon current skill sets with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to ceramics when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in ceramics.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Begin to understand the vocabulary and concepts necessary to engage within a studio environment Demonstrate appropriate techniques in beginning intermediate level ceramics and studio habits beyond the classroom studio Demonstrate ability to meet deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes,	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a ceramic work which may include hand building and wheel throwing techniques, and the use of

Concepts, Issues and Skills: (from CCOG)	plaster molds. - Challenges of translating vision to form specific to ceramics. - Language of ceramics and the qualities that distinguish it from other three dimensional media. - Ceramics in history. - Options and possibilities for original work. - Evaluating ceramics. - Safety. - Environmental concerns related to recycling and proper disposal of waste. - Non-traditional media and combined techniques (e.g., paint, metal, wood, glass). SKILLS AND METHODOLOGIES - Pinch Pot: effectively create works using the pinch method. Address issues concerning dexterity and moisture control. - Coiling: effectively create works using the coiling method. Address issues concerning gravity in relation to moist clay. <u>Wet Slab Construction</u>: demonstrate various techniques for making moist clay slabs; become familiar with the different qualities of surfaces (rough, smooth, stamped, impressed, inclusions); exercise safe and effective use of tools (knives, pin tools, slab roller, etc.) and maintain tools; successfully demonstrate various wet slab techniques such as slump and hump molds, etc. <u>Stiff Slab Construction</u>: demonstrate sound techniques for stiff slab construction; properly prepare the clay (wedging); demonstrate sound procedures for rolling out slabs; demonstrate knowledge of the stages of clay by knowing when to cut and connect. - Demonstrate ability to successfully create a variety of thrown forms on the potter's wheel. - Investigate process and alternative solutions for creating complex forms. - Demonstrate sound glazing techniques such as dip, dunk, pouring, sponging, brushing and spraying. - Demonstrate familiarity with historical styles by comparing ceramic works to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of ceramic courses (ART 253 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☒ Yes – Submit the <u>General Education</u> form See Above ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the		

nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Charles Washburn 4244 cwashbur@pcc.edu
Course Prefix and Number:	ART 253C	# Credits:	3
Course Title: (60 characters max)	Ceramics I C	Transcript Title (30 characters max)	Ceramics I C
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces intermediate level ceramic processes, techniques, and concepts while addressing historical and contemporary issues. Develop an intermediate level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to exercise critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Employs creative problem solving through implementing a variety of strategies. This is the third course of a three-course sequence for first year ceramics. Prerequisite: Two terms of ART 253 or ART 253B or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio Courses.			
☒ Placement into: Please see course description explanation.		☐ Placement into:	
course prefix & number: Two terms ART253 or ART253B	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	The ART SAC opted out of WR, RD, MTH prerequisites for Studio 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). 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)	Students will be able to: ❖ Research and develop intermediate level creative ways to solve ceramic process problems using a variety of strategies for making ceramics. ❖ Create personal ceramic artwork, which demonstrates an intermediate level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using intermediate level vocabulary. ❖ Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience. ❖ Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact. ❖ Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create ceramic works that demonstrate the experienced of a variety of technical skills, coupled with an awareness of the inherent characteristics of different ceramic processes. 2) Build upon current skill sets with the intent of working towards technical proficiency. 3) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 4) Utilize the necessary vocabulary specific to ceramics when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop personal work with an awareness of historical and contemporary artists working in ceramics.
Outcomes assessment strategies:	Complete and present individual work within a professional studio critique. Understand the vocabulary and concepts necessary to engage within a studio environment. Demonstrate appropriate techniques in intermediate ceramics and studio habits beyond the classroom studio. Demonstrate ability to meet deadlines with proper time management and craftsmanship.
Course Content: Themes, Concepts, Issues and Skills: (from	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a ceramic work, which may include hand building and wheel throwing techniques, and the use of plaster molds. 3. Challenges of translating vision to form specific to ceramics. 4. Language of ceramics and the qualities that distinguish it from other

CCOG)	three-dimensional media. 5. Ceramics in history. 6. Options and possibilities for original work. 7. Evaluating ceramics. 8. Safety. 9. Environmental concerns related to proper recycling or disposal of waste. 10. Non-traditional media and combined techniques (e.g., paint, metal, wood, glass). SKILLS AND METHODOLOGIES 1. Pinch Pot: effectively create works using the pinch method. Address issues concerning dexterity and moisture control. 2. Coiling: effectively create works using the coiling method. Address issues concerning gravity in relation to moist clay. 3. <u>Wet Slab Construction</u>: demonstrate various techniques for making moist clay slabs; become familiar with the different qualities of surfaces (rough, smooth, stamped, impressed, inclusions); exercise safe and effective use of tools (knives, pin tools, slab roller, etc.) and maintain tools; successfully demonstrate various wet slab techniques such as slump and hump molds, etc. 4. <u>Stiff Slab Construction</u>: demonstrate sound techniques for stiff slab construction; properly prepare the clay (wedging); demonstrate sound procedures for rolling out slabs; demonstrate knowledge of the stages of clay by knowing when to cut and connect. 5. Demonstrate ability to successfully create a variety of thrown forms on the potter's wheel. 6. Investigate process and alternative solutions for creating complex forms. 7. Demonstrate sound glazing techniques such as dip, dunk, pouring, sponging, brushing and spraying. 8. Demonstrate familiarity with historical styles by comparing ceramic works to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections for the first year of ceramic courses (ART 253 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☒ Yes – Submit the <u>General Education</u> form See Above ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th 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

- X ☐ course number
 X ☐ title
 X ☐ description
 X ☐ outcomes
 X ☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Sam Morgan X5264 smorgan@pcc.edu
Current prefix and number	Art 256	Proposed prefix and number	ART256A
Current course title	Ceramics II	Proposed title (60 characters max)	Ceramics IIA
# Credits	3	Proposed transcript title (30 characters max)	Ceramics IIA
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description (required information for all course)	Proposed Description (include requisites)

revisions. Include requisites)	
Explores advanced ceramic processes. Develops and encourages creative problem solving by utilizing more advance ceramic techniques (i.e. work on and off the potter's wheel, glazes and firing procedures). Refines critical skills necessary to evaluate ceramics through critiques, discussions, and ceramic presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of ceramics. This is the second of a two course sequence. Prerequisite Art 253. May be taken up to three times for credit.	Introduces lower-advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop a lower-advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the first course of a three-course sequence. Prerequisite: 3 terms of ART253 or ART253C or instructor permission.
Reason for change	To clarify course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Create<u>s</u> personal works in clay, which demonstrate an advance level of understanding of ceramic ideas, materials and techniques with ceramics. * <u>Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others.</u> * <u>Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one’s knowledge on the diversity of perspectives of the human</u>	Students will be able to: ❖ Research and develop lower-advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics. ❖ Create personal ceramic artwork, which demonstrates a lower-advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using intermediate level vocabulary. ❖ Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong

<u>experience.</u> * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making ceramics. <u>*Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.</u>	process of expanding knowledge on the diversity of perspectives in the human experience. ❖ Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact. ❖ Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.

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: ART253	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
X ☐ Placement into: Please see course description explanation.			
prefix & number: 3 terms ART253 or ART253C or instructor permission	X ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐	☐

		Corequisite	pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes ☒ 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 <u>related instruction website</u> to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Sam Morgan X5264 smorgan@pcc.edu
Course Prefix and Number:	ART 256B	# Credits:	3
Course Title: (60 characters max)	Ceramics IIB	Transcript Title (30 characters max)	Ceramics IIB
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces middle-advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop a middle-advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the second course of a three-course sequence. Prerequisite: ART256 or ART256A or instructor permission.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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: ART256 or ART256A

X ☐
Prerequisite

☐
Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

None – please explain

The ART SAC opted out of WR, RD, MTH prerequisites for Studio 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). 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)	Students will be able to: ❖ Research and develop middle-advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics. ❖ Create personal ceramic artwork, which demonstrates a middle-advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using middle-advanced level vocabulary. ❖ Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience. ❖ Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact. ❖ Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ❖ Develop a somewhat cohesive body of artwork that is presentable to galleries, school programs, art organizations and to professional artists.
Course activities and design: (from CCOG)	1) Create ceramic works that demonstrate the experience of a variety of technical skills, coupled with an awareness of the inherent characteristics of different ceramic processes. 2) Build upon current skill sets with the intent of working towards a professional proficiency. 3) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 4) Utilize the necessary vocabulary specific to ceramics when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop personal work with an awareness of historical and contemporary artists working in ceramics.
Outcomes assessment strategies:	Complete and present individual work within a professional studio critique. Understand the vocabulary and concepts necessary to engage within a studio environment. Demonstrate appropriate techniques in middle-advanced level ceramics and studio habits beyond the classroom studio. Demonstrate ability to meet deadlines with proper time management and craftsmanship.
Course Content: Themes,	1. Visual awareness and ability to see.

Concepts, Issues and Skills: (from CCOG)	2. Methodologies for designing and creating a ceramic work, which may include hand building and wheel throwing techniques, and the use of plaster molds. 3. Challenges of translating vision to form specific to ceramics. 4. Language of ceramics and the qualities that distinguish it from other three-dimensional media. 5. Ceramics in history. 6. Options and possibilities for original work. 7. Evaluating ceramics. 8. Safety. 9. Environmental concerns related to proper recycling or disposal of waste. 10. Non-traditional media and combined techniques (e.g., paint, metal, wood, glass). SKILLS AND METHODOLOGIES 1. Demonstrate ability to successfully create personally directed ceramic artwork. 2. Investigate process and alternative solutions for creating complex forms. 3. Demonstrate sound glazing techniques such as dip, dunk, pouring, sponging, brushing and spraying that is appropriate for the body of work. 4. Demonstrate familiarity with historical styles by comparing ceramic works to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of a three course sequence for the second year of ceramic courses (ART 256 A, B, C).

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	Already approved by GenEd

How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of	No

acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Sam Morgan X5264 smorgan@pcc.edu
Course Prefix and Number:	ART 256C	# Credits:	3
Course Title: (60 characters max)	Ceramics IIC	Transcript Title (30 characters max)	Ceramics IIC
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop an advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the third course of a three-course sequence. Prerequisite: Two terms of ART256 or ART256B or instructor permission.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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: two terms ART256 or ART256B

X ☐
Prerequisite

☐
Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

course prefix & number:

☐
Prerequisite

☐
Corequisite

☐ pre/co

None – please explain

The ART SAC opted out of WR, RD, MTH prerequisites for Studio 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). 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)	Students will be able to: ❖ Research and develop advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics. ❖ Create personal ceramic artwork, which demonstrates an advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using advanced level vocabulary. ❖ Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience. ❖ Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact. ❖ Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. ❖ Develop a reasonably cohesive body of artwork that is presentable to galleries, school programs, art organizations and to professional artists.
Course activities and design: (from CCOG)	1) Create ceramic works that demonstrate the experience of a variety of technical skills, coupled with an awareness of the inherent characteristics of different ceramic processes. 2) Build upon current skill sets with the intent of working towards a professional proficiency. 3) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 4) Utilize the necessary vocabulary specific to ceramics when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop more sophisticated personal work with an awareness of historical and contemporary artists working in ceramics.
Outcomes assessment strategies:	Complete and present individual work within a professional studio critique. Understand the vocabulary and concepts necessary to engage within a studio environment. Demonstrate appropriate techniques in middle-advanced level ceramics and studio habits beyond the classroom studio. Demonstrate ability to meet deadlines with proper time management and craftsmanship.
Course Content: Themes, Concepts, Issues and	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a ceramic work, which may include hand building and wheel throwing techniques, and the use of plaster molds.

Skills: (from CCOG)	3. Challenges of translating vision to form specific to ceramics. 4. Language of ceramics and the qualities that distinguish it from other three-dimensional media. 5. Ceramics in history. 6. Options and possibilities for original work. 7. Evaluating ceramics. 8. Safety. 9. Environmental concerns related to proper recycling or disposal of waste. 10. Non-traditional media and combined techniques (e.g., paint, metal, wood, glass). SKILLS AND METHODOLOGIES 1. Demonstrate ability to successfully create personally directed ceramic artwork. 2. Investigate process and alternative solutions for creating complex forms. 3. Demonstrate sound glazing techniques such as dip, dunk, pouring, sponging, brushing and spraying that is appropriate for the body of work. 4. Demonstrate familiarity with historical styles by comparing ceramic works to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the third of a three course sequence for the second year of ceramic courses (ART 256 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement

	☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form X ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been	No

reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☒ course number
☐ title
☒ description
☒ prerequisites and co-requisites
☒ outcomes

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Gene Flores (971)722-8315 gene.flores@pcc.edu
Current prefix and number	ART 270	Proposed prefix and number	ART 270A
Current course title	Printmaking	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Laboratory course in print art focusing on specific techniques and materials each term as well as standards for critical analysis. References the history of the print and the diverse historical and cultural context of the visual arts.	Introduces basic printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Develops an introductory level of creative problem solving and terminology of monoprints, relief and basic intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary

Primarily a studio experience with supporting slide lectures and other visual media. Critiques of student work are held regularly. Recommended: ART 115, 116 and 131. May be taken three times.	to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a three-course sequence. Recommended: ART 115, 116 and 131A.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
Demonstrate the connection between the visual arts and the processes of Printmaking particular to the media addressed, which may include the following: Monotype, Relief, Intaglio. Utilize properties of various printing papers and their interactions with printing inks (hot and cold press, rice papers, etc.). Apply effective techniques for printing and pulling prints by hand and on printing press. Demonstrate ability to edition and properly sign and notate a print. Demonstrate understanding of choices in the print image relating to design, composition, aspect ratio and image content.	Students will endeavor to do the following: ❖ Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes. ❖ Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking. ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.		☐ yes ☒ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

☒ Yes ☐ No	<u>ART 270A is required by Graphic Design.</u>
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Sam Guerrero 971-722-4264 samuel.guerrero@pcc.edu
Course Prefix and Number:	ART 270B	# Credits:	3
Course Title: (60 characters max)	Printmaking	Transcript Title (30 characters max)	Printmaking
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Introduces intermediate beginning printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Includes terminology of monoprints, relief and some intermediate intaglio processes. 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. Promotes creative problem solving by employing a variety of strategies This is the second course of a three-course sequence for first year printmaking. Prerequisites: One term of ART 270 or ART 270A or instructor permission. Recommended: ART 115, 116 and 131A.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.

X ☐ Placement into:

☐ Placement into:

course prefix & number: Please see course description explanation. *Note: completion of ART270 twice is equivalent to ART270B. Completion of ART270 three times is equivalent to ART270C.

☐
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)	Students will be able to: ❖ Find and develop creative ways to solve printmaking problems using a variety of strategies for intermediate beginning monoprints, relief and intaglio processes. ❖ Create personal hand-printed artwork, which demonstrates an intermediate beginners level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and basic intaglio processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using intermediate beginning level vocabulary. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ Employ self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create prints that incorporate a variety of technical skills with an awareness of the inherent characteristics of different print processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to printmaking when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in printmaking.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Begin to understand the vocabulary and concepts necessary to engage within a studio environment Demonstrate appropriate techniques in intermediate beginning printing and studio habits beyond the classroom studio Demonstrate ability to meet printing deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes,	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print in media which may

Concepts, Issues and Skills: (from CCOG)	include monotype, relief print and intaglio. 3. Challenges to visualization inherent in printmaking. 4. Language of printmaking and the qualities that distinguish it from other graphic media. 5. Printmaking in history. 6. Options and possibilities for original work. 7. Evaluating prints. 8. Safety. 9. Environmental concerns related to proper disposal of waste. 10. Non-traditional media and combined techniques (e.g., collotype, collage, hybrid prints, digital imagery). SKILLS AND METHODOLOGIES 1. <u>Monotype</u>: effectively use ink rollers and subtractive tools; use brush and ink and other tools for the application of ink; explore possibilities for multiple passes with roller and multiple passes with the plate. 2. <u>Relief</u>: demonstrate various techniques for transferring drawings to the plate; become familiar with the different qualities of carving surfaces (linoleum, hard and soft woods, long and endgrains); exercise safe and effective use of carving tools (knives, gouges, etc.) and maintain tools; successfully demonstrate various relief print techniques such as reduction, multiple block prints, etc. 3. <u>Intaglio</u>: demonstrate sound techniques for dry or non-acid intaglio processes such as drypoint and engraving; properly prepare plate for etching (beveling, filing, coating); demonstrate sound procedures for effective biting, heating, inking, wiping and pulling of plates; explore use of other intaglio methods such as softground, aquatint, etc. 4. Demonstrate ability to successfully ink a plate: (tack vs. length); roller choices and techniques for multiple layering. 5. Investigate process and alternative solutions through other print states or reworked proofs. 6. Demonstrate sound printmaking techniques: wiping, carving, registration, general presentation and notation. 7. Understand how to select the most effective presentation for a particular image. 8. Demonstrate familiarity with historical styles by comparing prints to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes,		

explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Sam Guerrero 971-722-4264 samuel.guerrero@pcc.edu
Course Prefix and Number:	ART 270C	# Credits:	3
Course Title: (60 characters max)	Printmaking	Transcript Title (30 characters max)	Printmaking
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores intermediate printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Includes terminology of monoprints, relief and intermediate intaglio processes. Includes critiques, discussions, and presentations to exercise critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. <u>Employs</u> creative problem solving through implementing a variety of strategies. This is the third course of a three-course sequence for first year printmaking. Prerequisites: Two terms of ART 270 or ART 270B or instructor permission. Recommended: ART 115, 116 and 131A.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites -The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.

☐ Placement into: Please see course description explanation. *Note: completion of ART270 twice is equivalent to ART270B. Completion of ART270 three times is equivalent to ART270C.

☐ 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)	Students will be able to: ❖ Find and develop creative ways to solve printmaking problems using a variety of strategies for intermediate monoprints, relief and intaglio processes. ❖ Create personal hand-printed artwork, which demonstrates an intermediate level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and intaglio processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using intermediate level vocabulary. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ <u>Employ</u> self-critiquing skills to demonstrate autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create prints that demonstrate experience using a variety of technical skills with an awareness of the inherent characteristics of different print processes. 2) Build upon current skill set with the intent of working towards technical proficiency. 3) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 4) Utilize the necessary vocabulary specific to printmaking when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop personal work with an awareness of historical and contemporary artists working in printmaking.
Outcomes assessment strategies:	Complete and present individual work within a professional studio critique. Understand the vocabulary and concepts necessary to engage within a studio environment. Demonstrate appropriate techniques in intermediate printing and studio habits beyond the classroom studio. Demonstrate ability to meet deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print in media, which may include monotype, relief print and intaglio. 3. Challenges to visualization inherent in printmaking.

Skills: (from CCOG)	4. Language of printmaking and the qualities that distinguish it from other graphic media. 5. Printmaking in history. 6. Options and possibilities for original work. 7. Evaluating prints. 8. Safety. 9. Environmental concerns related to proper disposal of waste. 10. Non-traditional media and combined techniques (e.g., collotype, collage, hybrid prints, digital imagery). SKILLS AND METHODOLOGIES 1. <u>Monotype</u>: effectively use ink rollers and subtractive tools; use brush and ink and other tools for the application of ink; explore possibilities for multiple passes with roller and multiple passes with the plate. 2. <u>Relief</u>: demonstrate various techniques for transferring drawings to the plate; become familiar with the different qualities of carving surfaces (linoleum, hard and soft woods, long and endgrains); exercise safe and effective use of carving tools (knives, gouges, etc.) and maintain tools; successfully demonstrate various relief print techniques such as reduction, multiple block prints, etc. 3. <u>Intaglio</u>: demonstrate sound techniques for dry or non-acid intaglio processes such as drypoint and engraving; properly prepare plate for etching (beveling, filing, coating); demonstrate sound procedures for effective biting, heating, inking, wiping and pulling of plates; explore use of other intaglio methods such as softground, aquatint, etc. 4. Demonstrate ability to successfully ink a plate: (tack vs. length); roller choices and techniques for multiple layering. 5. Investigate process and alternative solutions through other print states or reworked proofs. 6. Demonstrate sound printmaking techniques: wiping, carving, registration, general presentation and notation. 7. Understand how to select the most effective presentation for a particular image. 8. Demonstrate familiarity with historical styles by comparing prints to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the first year of printmaking courses (ART 270 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements		

and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

- ☒ course number
☐ title
☒ description
☒ prerequisites and co-requisites
☒ outcomes

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	ART	Submitter name Phone Email	Gene Flores (971)722-8315 gene.flores@pcc.edu
Current prefix and number	ART 271	Proposed prefix and number	ART 271A
Current course title	Printmaking II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
A studio experience in printmaking, the more advanced level in a succession of classes exploring relief printing, monotype, intaglio, and other processes. Students will use both direct and indirect methods of imagery	Introduces beginning advanced printmaking techniques (e.g. sugar lift, color, glazes) and other intaglio processes (e.g. folio sets and books) while addressing historical and contemporary issues. Develops creative problem solving by utilizing monotypes, color relief, and advanced intaglio processes to create a print. Includes critiques,

development. References the history of the print and the diverse historical and cultural context of the visual arts. Personal critiques of student work of the visual arts. Personal critiques of student work are held regularly. May be taken up to three times for credit. Prerequisite: ART 270.	discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a three-course sequence. Prerequisites: Three terms of ART270 or ART270C or instructor permission. Recommended: ART 115, 116 and 131A.
Reason for change	Clarification of course and updating terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
1. Demonstrate the connection between the visual arts and the processes of Printmaking particular to the media addressed, which include the following processes: Monotype/Monoprint, Etching, Softground, Sugar Lift, and Relief Printing. 2. Utilize properties of various printing papers and their interactions with printing inks. 3. Apply effective techniques for printing and pulling edition and non-edition prints on a printing press. 4. Demonstrate ability to edition and properly sign and notate a print.	❖ Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing beginning advanced monotypes, relief and intaglio and printmaking processes (e.g. sugar lift, color, chine colle, glazes). ❖ Create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an understanding of a beginning advanced level of printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes. ❖ Ask meaningful questions, identify ideas and issues, and develop a beginning advanced vocabulary to be able to actively participate in a critical dialogue about printmaking with others. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already

		established by both contemporary and historical works of art from different cultures. ❖ Understand the importance of working in a communal environment/studio.		
Reason for change	Updating terminology, techniques and verbiage. Addressing outcomes that had previously been omitted.			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.				
Current prerequisites, corequisites and concurrent				
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: .				
prefix & number: ART 270	☒	☐	☐	
	Prerequisite	Corequisite	pre/con	
prefix & number:	☒	☐	☐	
	Prerequisite	Corequisite	pre/con	
Proposed prerequisites, corequisites and concurrent				
☐ Standard prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.				
X ☐ Placement into: . Please see course description explanation. *Note: Completion of Art 271 once is equivalent to ART 271A. Completion of ART 271 twice is equivalent to ART 271B. Completion of ART 271 three times is equivalent to ART 271C.				
prefix & number: <u>ART 270 A</u>	☒	☐	☐	
	Prerequisite	Corequisite	pre/con	
prefix & number: <u>ART 270 B</u>	☒	☐	☐	
	Prerequisite	Corequisite	pre/con	
prefix & number: ART 270 C	☒	☐	☐	
	Prerequisite	Corequisite	pre/con	
Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .		☐ yes ☒ 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 <u>related instruction website</u> to for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?				

Please provide details, who was contacted and the resolution.

☐ Yes
☒ No

Implementation
term

☒ Next available term after approval
☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Sam Guerrero 971-722-4264 samuel.guerrero@pcc.edu
Course Prefix and Number:	ART 271B	# Credits:	3
Course Title: (60 characters max)	Printmaking II	Transcript Title (30 characters max)	Printmaking II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores intermediate advanced printmaking techniques (e.g. sugar lift, color, glazes) and complete a variety of projects (e.g. folio sets and books) while addressing historical and contemporary issues. 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. Prerequisites: One term of ART 271 or ART 271A or instructor permission. Recommended: ART 115, 116 and 131A.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.			
X ☐ Placement into: Please see course description explanation. *Note: completion of ART271 twice is equivalent to ART271B. Completion of ART271 three times is equivalent to ART271C.		☐ 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)	❖ Find and develop creative ways to solve printmaking problems using a variety of strategies for intermediate advanced monoprints, relief and intaglio processes. ❖ Create personal hand-printed artwork, which demonstrates an intermediate advanced level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and basic intaglio processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using intermediate advanced level vocabulary. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ Employ self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create single prints that demonstrate the ability to use a variety of technical skills while remaining aware of the inherent characteristics of different print processes. 2) Demonstrate technical proficiency in current skill set. 3) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 4) Utilize the necessary vocabulary specific to printmaking when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop a personal body of work with an awareness of historical and contemporary artists working in printmaking.
Outcomes assessment strategies:	Complete and present a body of work within a professional studio critique. Utilize the vocabulary and concepts necessary to engage within a studio environment. Demonstrate appropriate techniques in advanced printing and studio habits beyond the classroom studio. Meet deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print in media, which may include monotype, relief print and intaglio. 3. Challenges to visualization inherent in printmaking. 4. Language of printmaking and the qualities that distinguish it from other graphic media. 5. Printmaking in history. 6. Options and possibilities for original work.

	7. Evaluating prints. 8. Safety. 9. Environmental concerns related to proper disposal of waste. 10. Non-traditional media and combined techniques (e.g., collotype, collage, hybrid prints, digital imagery). SKILLS AND METHODOLOGIES 1. <u>Monotype</u>: effectively use ink rollers and subtractive tools; use brush and ink and other tools for the application of ink; explore possibilities for multiple passes with roller and multiple passes with the plate. 2. <u>Relief</u>: demonstrate various techniques for transferring drawings to the plate; become familiar with the different qualities of carving surfaces (linoleum, hard and soft woods, long and endgrains); exercise safe and effective use of carving tools (knives, gouges, etc.) and maintain tools; successfully demonstrate various relief print techniques such as reduction, multiple block prints, etc. 3. <u>Intaglio</u>: demonstrate sound techniques for dry or non-acid intaglio processes such as drypoint and engraving; properly prepare plate for etching (beveling, filing, coating); demonstrate sound procedures for effective biting, heating, inking, wiping and pulling of plates; explore use of other intaglio methods such as softground, aquatint, etc. 4. Demonstrate ability to successfully ink a plate: (tack vs. length); roller choices and techniques for multiple layering. 5. Investigate process and alternative solutions through other print states or reworked proofs. 6. Demonstrate sound printmaking techniques: wiping, carving, registration, general presentation and notation. 7. Understand how to select the most effective presentation for a particular image. 8. Demonstrate familiarity with historical styles by comparing prints to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of printmaking courses (ART 271 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ART	Submitter name Phone Email	Sam Guerrero 971-722-4264 samuel.guerrero@pcc.edu
Course Prefix and Number:	ART 271C	# Credits:	3
Course Title: (60 characters max)	Printmaking II	Transcript Title (30 characters max)	Printmaking II
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Further explores advanced printmaking techniques (e.g. sugar lift, color, glazes) and complete a variety of projects (e.g. folio sets and books) while addressing historical and contemporary issues. 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. Prerequisites: Two terms of ART 271 or ART 271B or instructor permission. Recommended: ART 115, 116 and 131A.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - The ART SAC opted out of WR, RD, MTH prerequisites for Studio Classes.			
☒ Placement into: Please see course description explanation. *Note: completion of ART271 twice is equivalent to ART271B. Completion of ART271 three times is equivalent to ART271C.		☐ 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)	❖ Find and develop creative ways to solve printmaking problems using a variety of strategies for advanced monoprints, relief and intaglio processes. ❖ Create personal hand-printed artwork, which demonstrates an advanced level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and basic intaglio processes. ❖ Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using advanced level vocabulary. ❖ Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints. ❖ Employ self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create single prints that demonstrate the ability to use a variety of technical skills while remaining aware of the inherent characteristics of different print processes. 2) Demonstrate technical proficiency in current skill set. 3) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 4) Utilize the necessary vocabulary specific to printmaking when participating in class critiques and discussions. 5) Assess and self-critique personal work to strategize creative solutions. 6) Develop a personal body of work with an awareness of historical and contemporary artists working in printmaking.
Outcomes assessment strategies:	Complete and present a body of work within a professional studio critique. Utilize the vocabulary and concepts necessary to engage within a studio environment. Demonstrate appropriate techniques in advanced printing and studio habits beyond the classroom studio. Meet deadlines with proper time management and craftsmanship. Prepare portfolios for professional presentation.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Visual awareness and ability to see. 2. Methodologies for designing and creating a print in media, which may include monotype, relief print and intaglio. 3. Challenges to visualization inherent in printmaking. 4. Language of printmaking and the qualities that distinguish it from other graphic media. 5. Printmaking in history. 6. Options and possibilities for original work. 7. Evaluating prints.

	8. Safety. 9. Environmental concerns related to proper disposal of waste. 10. Non-traditional media and combined techniques (e.g., collotype, collage, hybrid prints, digital imagery). SKILLS AND METHODOLOGIES 1. <u>Monotype</u>: effectively use ink rollers and subtractive tools; use brush and ink and other tools for the application of ink; explore possibilities for multiple passes with roller and multiple passes with the plate. 2. <u>Relief</u>: demonstrate various techniques for transferring drawings to the plate; become familiar with the different qualities of carving surfaces (linoleum, hard and soft woods, long and endgrains); exercise safe and effective use of carving tools (knives, gouges, etc.) and maintain tools; successfully demonstrate various relief print techniques such as reduction, multiple block prints, etc. 3. <u>Intaglio</u>: demonstrate sound techniques for dry or non-acid intaglio processes such as drypoint and engraving; properly prepare plate for etching (beveling, filing, coating); demonstrate sound procedures for effective biting, heating, inking, wiping and pulling of plates; explore use of other intaglio methods such as softground, aquatint, etc. 4. Demonstrate ability to successfully ink a plate: (tack vs. length); roller choices and techniques for multiple layering. 5. Investigate process and alternative solutions through other print states or reworked proofs. 6. Demonstrate sound printmaking techniques: wiping, carving, registration, general presentation and notation. 7. Understand how to select the most effective presentation for a particular image. 8. Demonstrate familiarity with historical styles by comparing prints to those of other periods.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections for the second year of printmaking courses (ART 271 A, B, C).

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	Already approved by GenEd
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence previously completed
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the	

SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available summer 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☒ course number
☒ title
☒ description (include requisites)
☒ outcomes
☒ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Current prefix and number	Art 277	Proposed prefix and number	Art 277A
Current course title	Life Painting	Proposed title (60 characters max)	Life Painting A
# Credits	3	Proposed transcript title (30 characters max)	Life Painting A
Reason for title change	This course will be the first of a sequence of three		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit. Prerequisite: Art 181 and Art 281. Audit available. Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. Students are required to complete six credit hours of painting with a grade of C or better and/or instructor's permission to <u>enroll</u>. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 277 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. Prerequisite: one term of ART181 or ART281 or instructor's permission. Audit available. Addendum to Course Description The course includes demonstrations, slides, lectures, videos/films and field trips. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. This is the first of a sequence of three courses. College level reading comprehension is necessary. Art 277A fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.
Reason for change	Allows for further study under new number

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which	Upon successful completion students should be able to: 1. Solve basic problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium.

demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an expanded art vocabulary in critical dialogue about the figure painting discipline. 4. Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.	2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an basic art vocabulary in critical dialogue about the figure painting discipline. 4. Appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a basic awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Acquire self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.
Reason for change	Clarification of course sequencing and updating terminology

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

X ☐ Placement into: Please see course description explanation.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x ☐ No	
Implementation term	x ☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course Lower Division Collegiate (LDC)

Section #1 G	Save this document as the course prefix and number Send the completed form electronically to curriculum@pcc.edu		
Department:		name Phone Email	971-722-7464 mandres@pcc.edu
Course Prefix and Number:	Art 277B	# Credits:	3
Course Title: (60 characters max)	Life Painting B	Transcript Title (30 characters max)	Life Painting B
Can this course be repeated? PCC default is 0 repeats	New LDC courses may not be repeated for credit effective 2013-14 school year	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	
Pass/No pass	x ☐	☐	
Audit in consultation with faculty	x ☐	☐	

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. Prerequisites: One term of ART277 or ART 277A or instructor permission. Audit available.
Addendum to Course Description:	Addendum to Course Description • The course includes demonstrations, slides, lectures, videos/films and field trips. • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • This is the second of a sequence of three courses • College level reading comprehension is necessary. • Art 277A fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

x ☐ Placement into:

☐ Placement into:

course prefix & number: Please see course description explanation.

☐
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 <u>guidance on writing good outcomes</u> .	
Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion students should be able to: 1. Solve more complex problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate an expanded understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an intermediate level art vocabulary in critical dialogue about the figure painting discipline. 4. Understand and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a growing awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Employ self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create life paintings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different life painting processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to life painting when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in life painting.
Outcomes assessment strategies:	Students will: • Bring all human senses to the experience of Life Painting. .Examine aspects of the conceptual process; experiencing, visualizing,

	symbolizing, playing, imagining, etc. • Discover new processes by which the artist sees nature, conceives ideas and executes a painting. • Observe additional ways to process visual experience through a painting; gesture, massing, expression, etc. • Participate in the review of class painting through <u>application</u> of vocabulary and aesthetic processes. • Experience the connection between sight and the other senses used to understand the figure as subject matter.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Increase skill with acrylic and/or oil paint for translation of ideas. .Become more familiar with composition in the picture plane. • Understand sense of three-dimensional illusion through perspective, modeling in light, etc. • Experience various painting surfaces: <u>stretched canvas</u> (prepared in class), masonite, paper, etc. • Explore compositional devices: active/passive, symmetry/asymmetry, rhythm, etc. • Observe interaction between figure and ground. • Develop an individual way of understanding and painting the figure. • Define the differences between illustration, representation, expression and their effects. • Explore various historical approaches to figure painting and their reflection of the human record.
Reason for the new course	Allows for further study under new number

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	Art 277C	# Credits:	3
Course Title: (60 characters max)	Life Painting C	Transcript Title (30 characters max)	Life Painting C
Can this course be repeated? PCC default is 0 repeats	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab:60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	

Begin 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)	Examines the human form through the study and painting of live professional models. Applies more advanced painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization and conceptual framework. Prerequisites: Two terms of ART277 or ART277B or instructor permission. Audit available.	
Addendum to Course Description:	Addendum to Course Description • The course includes demonstrations, slides, lectures, videos/films and field trips. • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • This is the third of a sequence of three courses • College level reading comprehension is necessary. • Art 277A fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐	☐	☐ pre/co

		Prerequisite	Corequisite	
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: 1. Master complex problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a thorough understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ a knowledgeable art vocabulary in critical dialogue about the figure painting discipline. 4. Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a strong awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Expand self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.			
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create life paintings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different life painting processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to life painting when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. 7) Develop personal work with an awareness of historical and contemporary artists working in life painting.			

Outcomes assessment strategies:	Students will: • Bring all human senses to the experience of Life Painting. .Examine additional aspects of the conceptual process; experiencing, visualizing, symbolizing, playing, imagining, etc. • Discover and elaborate on new processes by which the artist sees nature, conceives ideas and executes a painting. • Observe and implement additional ways to process visual experience through a painting; gesture, massing, expression, etc. • Participate in the review of class painting through <u>application</u> of advanced vocabulary and aesthetic processes. • Experience and articulate the connection between sight and the other senses used to understand the figure as subject matter.
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	• Refine skill with acrylic and/or oil paint for translation of ideas. .Become more familiar with composition in the picture plane. • Understand and describe sense of three-dimensional illusion through perspective, modeling in light, etc. • Experience various painting surfaces and combined media: <u>stretched canvas</u> (prepared in class), masonite, paper, collaged elements, etc. • Elaborate on compositional devices: active/passive, symmetry/asymmetry, rhythm, etc. • Observe and articulate interaction between figure and ground. • Refine an individual approach to understanding and painting the figure. • Explore the differences between illustration, representation, expression and their effects. • Explore and adapt various historical approaches to figure painting and their reflection of the human record.
Reason for the new course	Allows for further study under new number

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or		

disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

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

XX course number

XX title

XX description

XX prerequisites and co-requisites

XX outcomes

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Current prefix and number	ART 279	Proposed prefix and number	ART 279 A
Current course title	Experimental Media	Proposed title (60 characters max)	Experimental Media A
Reason for title change	Clarification of course and repeatability.	Proposed transcript title (30 characters max)	Experimental Media A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Course Description Students introduced to and explore ways of seeing and creating that acknowledge personal artistic intentions. Studio experience examines various 2-D and 3-D experimental	Begins ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Investigates

media and processes used to develop and encourage creative problem solving. The conceptual framework for critical analysis is structured with regard to contemporary and historical art making. Course intended for students willing to formulate their own artistic directions. May be taken 3 times. Addendum to Course Description 1. The course carries 3 credits and meets for 6 hours/week. 2. Art 279 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation or for elective credit. 3. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.	artistic intent, aesthetic and structural solutions, and perceptual awareness. Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment. ~~May be taken 1 time for credit.~~
Reason for change	Update

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 <u>writing good outcomes</u>.	
Current learning outcomes	New learning outcomes
Intended Outcomes for the course Upon successful completion of this course, the student will have demonstrated the outcomes listed below. 1. The Nature Of Experimental Media Outcomes: Student explores and exercises ways of seeing and	❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. ❖ Use a basic vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. ❖ Interpret and enjoy experimental art from the

creating to promote insight into the process of art making beyond traditional media. Skills, Issues, Concepts: 1.1 Experience the connection between eye and hand. 1.2 Become familiar with the relationship between process and product. 1.3 Observe experimental media in contemporary and historical contexts to discover options and possibilities. 1.4 Become sensitive to the way art helps us understand the world and ourselves. 1.5 Develop individual vision, process and understanding through technical, analytical and intuitive methods of art making. 1.6 Create a meaningful body of work. 2.0 Processes Outcomes: Student demonstrates an understanding of the processes by which the artist conceives ideas and executes a work of art. Skills, Concepts, Issues: 2.1 Experience the connection between sight and other senses to understand subject matter. 2.2 Examine aspects of the conceptual process such as experiencing visualizing, symbolizing, playing, and imagining. 2.3 Observe ways to express visual experience through utilizing a wide variety of materials and fabrication techniques. 2.4 Relate the above to how a work of art creates meaning. 2.5 Facilitate expansion of possible artistic solutions. 2.6 Develop skills in formulating	past, present and from different cultures to understand diverse perspectives of the human experience. ❖ Apply the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever changing world. ❖ Identify self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.

an artistic voice.

3.0 Techniques And Materials

Outcomes: Student applies various methods of transferring aesthetic concepts to experimental media processes and media.

Skills, Issues, Concepts:

3.1 Apply the formal elements of art: line, value, texture, shape, volume/mass, composition, spatial illusion and color.

3.2 Introduce and develop various media and materials for visual translation of ideas.

3.3 Observe differences in diverse materials and discuss their effects on the communication of an idea.

3.4 Experience the relationship of two-dimensional vs. three-dimensional concerns.

4.0 Critiquing Artwork.

Outcomes: Students establish self and group critiquing skills so as to develop autonomous expression through 2-D and/or 3-D experimental media while recognizing the standards and definitions established by both contemporary and historical works of art from different cultures.

Skills, Issues, Concepts:

4.1 Examine compositional devices.

4.2 Demonstrate the difference between pictorial space and actual space.

4.3 Discover an individual way of understanding the world and giving it form through art making.

4.4 Examine the different applications of experimental media for personal expression.

4.5 Apply knowledge of materials and techniques toward understanding works of art. 4.6 Develop awareness of contemporary and historical approaches to art making.			
Reason for change	Update. Allows for further study under new number.		
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ 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 <u>related instruction templates</u> .		☐ yes ☐ no	
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive <u>related instruction website</u> to for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	7 th Nov 2012
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	7 th Nov 2012

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 279B	# Credits:	3
Course Title: (60 characters max)	Experimental Media	Transcript Title (30 characters max)	Experimental Media B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Expands intermediate ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Develops artistic intent, aesthetic and structural solutions, and perceptual awareness. Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment. Prerequisites: One term of ART279 or ART 279A or instructor permission.
Addendum to Course Description:	• May be taken 1 time for credit. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 279 B fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

x ☐ Placement into:	☐ Placement into:		
course prefix & number: Please see course description explanation.	☐ 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)	• Develop intermediate level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. • Use expanded vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. • Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. • Build upon the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever-changing world. • Develop self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. • Begin to develop personal work with an awareness of historical and contemporary artists working in experimental media. 1) Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different experimental media processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to experimental media when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in experimental media.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Prepare projects, assignments, and experiments for presentation. Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Use expanded vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. • Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. • Build upon the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever-changing world. • Develop self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already

	established in the art world.
Reason for the new course	Clarification of course and updating. Course is second of three sections of courses ART 279 A, B, C. Allows for further study under new number.

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	Already approved by Gen Ed
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 279C	# Credits:	3
Course Title: (60 characters max)	Experimental Media	Transcript Title (30 characters max)	Experimental Media C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Advance ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Employs artistic intent, aesthetic and structural solutions, and perceptual awareness. Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment. Prerequisites: Two terms of ART279 or ART279B or instructor permission.
Addendum to Course Description:	• May be taken 1 time for credit. • This is the third in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 279 C fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ 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)	• Develop advanced level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. • Use vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. • Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. • Implement the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever-changing world. • Evaluate self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. • Begin to develop personal work with an awareness of historical and contemporary artists working in experimental media. • The course may include demonstrations, slides, lectures, video/films and field trips. 1) Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different experimental media processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to experimental media when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. 7) Develop personal work with an awareness of historical and contemporary artists working in experimental media.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Prepare projects, assignments, and experiments for presentation. Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Use advanced vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. • Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. • Implement the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever-changing world. • Evaluate self-critiquing skills for autonomous artistic expression through

	experimental media and processes while recognizing the standards already established in the art world.
Reason for the new course	Clarification of course and updating. Course is third of three sections of courses ART 279 A, B, C. Allows for further study under new number.

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	Already approved by Gen Ed
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☒ course number
☒ title
☒ description (include requisites)
☐ outcomes
☒ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Current prefix and number	Art 281	Proposed prefix and number	Art 281A
Current course title	Painting II	Proposed title (60 characters max)	Painting IIA
# Credits	3	Proposed transcript title (30 characters max)	Painting IIA
Reason for title change	To identify the course as the first of a sequence		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)

Explores ways of seeing and elaborates on basic painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. May be taken three times for credit. Recommended: ART 116 and ART 181. Audit available. Addendum to Course Description • The course may include demonstrations, slides, lectures, videos/films and field trips. • It is suggested that Art 181 be taken before <u>enrolling</u> in Art 281 which is a more advanced class that builds on the basic techniques and ideas developed in Art 181. • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 281 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	Explores ways of seeing and elaborates on intermediate painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. Prerequisites: Three terms of ART181 or ART 181C or instructor permission. Audit available. Addendum to Course Description • The course may include demonstrations, slides, lectures, videos/films and field trips. • This course is the first of a three course sequence • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 281 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.
Reason for change	Clarification of course sequencing and updating terminology

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Solve increasingly complex aesthetic problems creatively, using strategies for	

expressing visual ideas through <u>the painting</u> medium. 2. Create personal works of art, which demonstrate an intermediate knowledge of the painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ an expanded vocabulary in critical dialogue about the painting discipline. 4. Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Implement increased self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.	
Reason for change	n/a

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into: . Please see course description explanation.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes x ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x ☐ No	
Implementation term	x ☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	Gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the		

completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	Art 281B	# Credits:	3
Course Title: (60 characters max)	Painting II B	Transcript Title (30 characters max)	Painting II B
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab:60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	

Pass/No pass	x ☐	☐
Audit in consultation with faculty	x ☐	☐
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.		
Course Description: (field will expand as needed)	Explores ways of seeing and elaborates on intermediate painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. Prerequisites: One term of ART281 or ART 281A or instructor permission. Audit available.	
Addendum to Course Description:	Addendum to Course Description • The course may include demonstrations, slides, lectures, videos/films and field trips. • This course is the second of a three course sequence • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 281B fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	Art SAC previously opted out of these prerequisites for all Studio courses.			

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). 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: 1. Solve increasingly complex aesthetic problems creatively, using complex strategies for expressing visual ideas through <u>the painting</u> medium. 2. Create personal works of art, which demonstrate a strong understanding of the painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ an expanded vocabulary in critical dialogue about the painting discipline. 4. Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Implement advanced self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• Explores and expands basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. • Presents a conceptual framework for critical analysis along with basic art theory. • The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create paintings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different painting processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and

	machinery within a communal studio space. 5)Further expand and utilize the necessary vocabulary specific to painting when participating in class critiques and discussions. 6)Begin to assess and self-critique personal work to strategize creative solutions. 7)Begin to develop personal work with an awareness of historical and contemporary artists working in painting.
Outcomes assessment strategies:	Students will: • Experience various processes by which the artist sees nature, conceives ideas and executes a painting. • Examine aspects of the conceptual process such as experiencing, visualizing, symbolizing, playing, and imagining. • Bring all human senses to the experience of painting. • Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Discuss the interaction of color in terms of hue, value, and intensity and its effect on the visual statement and its relation to painting. • Study and learn the basic elements of art such as; color, line, value, texture, shape, volume and mass, composition, and spatial illusion. • Learn to use acrylic and/or oil paint for translation of ideas. • Experience various painting surfaces such as stretched canvas (prepared in class), canvas board, masonite, and paper. • Begin to develop means of solving visual problems in a painting through critical and analytical methods, such as; examining compositional devices, observing interaction between positive and negative space/shape, demonstrating the difference between pictorial space and actual space, and becoming familiar with historical styles by comparing paintings.
Reason for the new course	Allows for further study under new number

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Mark Andres 971-722-7464 mandres@pcc.edu
Course Prefix and Number:	Art 281C	# Credits:	3
Course Title: (60 characters max)	Painting IIC	Transcript Title (30 characters max)	Painting IIC
Can this course be repeated? PCC default is 0 repeats	New LDC Courses may not be repeated for credit effective 2013-14 school year	Contact hours: PER QUARTER	Lecture: Lec/lab:60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x ☐ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x ☐	x ☐	

Pass/No pass	x ☐	☐
Audit in consultation with faculty	x ☐	☐
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)	Expands ways of seeing and elaborates on intermediate painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. Prerequisites: Two terms of ART281 or ART 281B or instructor permission. Audit available.	
Addendum to Course Description:	Addendum to Course Description • The course may include demonstrations, slides, lectures, videos/films and field trips. • This course is the third of a three course sequence • A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 281C fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

None – please explain	Art SAC previously opted out of these prerequisites for all Studio courses.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). 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: 1. Master increasingly complex aesthetic problems creatively, using complex strategies for expressing visual ideas through <u>the painting</u> medium. 2. Create personal works of art, which demonstrate a thorough understanding of the painting discipline, and the processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ an expansive vocabulary in critical dialogue about the painting discipline. 4. Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting. 6. Implement proficient self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• Explores and expands basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. • Presents a conceptual framework for critical analysis along with basic art theory. • The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create paintings that incorporate a variety of technical skills with an awareness of the inherent characteristics of different painting processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to painting when participating in class

	critiques and discussions. 6)Assess and self-critique personal work to strategize creative solutions. 7)Develop personal work with an awareness of historical and contemporary artists working in painting.
Outcomes assessment strategies:	Students will: • Understand various processes by which the artist sees nature, conceives ideas and executes a painting. • Examine aspects of the conceptual process such as experiencing, visualizing, symbolizing, playing, and imagining. • Bring all human senses to the experience of painting. • Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	• Become familiar with the interaction of color in terms of hue, value, and intensity and its effect on the visual statement and its relation to painting. • Study and learn the basic elements of art such as; color, line, value, texture, shape, volume and mass, composition, and spatial illusion. • Demonstrate knowledgeable use of acrylic and/or oil paint for translation of ideas. • Experience various painting surfaces such as stretched canvas (prepared in class), canvas board, masonite, and paper. • Develop competent means of solving visual problems in a painting through critical and analytical methods, such as; examining compositional devices, observing interaction between positive and negative space/shape, demonstrating the difference between pictorial space and actual space, and becoming familiar with historical styles by comparing paintings.
Reason for the new course	

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or		

disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

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

x ☐ course numberx ☐ titlex ☒ description☐ prerequisites and co-requisitesx ☒ outcomesGrade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Current prefix and number	Art 284	Proposed prefix and number	ART 284 A
Current course title	Watercolor I	Proposed title (60 characters max)	Water Media I A
Reason for title change	Clarification of course and transferability.	Proposed transcript title (30 characters max)	Water Media I A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
A studio experience exploring basic watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to become more visually literate. A conceptual framework for critical analysis is presented along with basic	Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. Recommended: ART131 ~~May be taken 1 time for credit.~~

art theory. May be taken three times for credit. Addendum to Course Description The course includes lectures, demonstrations, slides, video/films and field trips. It is suggested that Art 284 is taken before enrolling in Art 287 which is a more advanced class that builds on the basic techniques and ideas developed in Art 284. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 284 fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.	
Reason for change	Update. Allows for further study under new number.

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 <u>writing good outcomes</u>.	
Current learning outcomes	New learning outcomes
1. Begin to experience the process of learning to paint. 2. Begin to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor . 3. Become aware of the special nature	1. Learn to solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the

of learning to learn how to paint watercolor. 4. To become aware of issues that are relevant to the artist working in the watercolor medium. 5. Experience the connection between seeing the subject and watching how paint and brush work on watercolor paper. 6. Learn to move water and paint on stretched watercolor paper. 7. Become sensitive to the way art helps us understand ourselves and our world. 8. Trust and develop intuitive consciousness through watercolor painting.	processes, materials, and techniques associated with it. 3. Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Begin to understand, interpret, and appreciate watercolor painting from different cultures, facilitating a life-long engagement with the diversity of perspectives in the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Reason for change	Update. Allows for further study under new number.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Art SAC previously opted out of these prerequisites for all Studio courses.

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

☐ 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 <u>related instruction templates</u> .	☐ yes X ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive <u>related instruction website</u> to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X ☐ No	
Implementation term	X ☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	7 th Nov 2012
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	7 th Nov 2012

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 284 B	# Credits:	3
Course Title: (60 characters max)	Water Media I B	Transcript Title (30 characters max)	Water Media I B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Expands studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. Recommended: ART131. Prerequisites: One term of ART284 or ART284A or instructor permission.
Addendum to Course Description:	• May be taken 1 time for credit. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 284 B fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ 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. Develop solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Expand meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. 1) Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different water media processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to water media when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in water media.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Prepare projects, assignments, and experiments for presentation. Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Develop solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Expand meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Reason for the new course	Clarification of course and updating. Course is second of three sections of courses ART 284 A, B, C. Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)	Email

Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 284 C	# Credits:	3
Course Title: (60 characters max)	Water Media I C	Transcript Title (30 characters max)	Water Media I C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Implements advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory. Recommended: Art 131. Prerequisites: Two terms of ART284 or ART 284B or instructor permission.
Addendum to Course Description:	• May be taken 1 time for credit. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 284 C fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ 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. Further understanding to solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Employs meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. • Advances to develop personal work with an awareness of historical and contemporary artists working in experimental media. 1) Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different water media processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to water media when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. • 7) Develop personal work with an awareness of historical and contemporary artists working in water media.
Outcomes assessment strategies:	Complete and present the individual work within a professional studio critique. Prepare projects, assignments, and experiments for presentation. Participate in studio work sessions, class discussions, and critiques.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	1. Further understanding to solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it. 3. Employs meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Implement self-critiquing skills en route to autonomous expression through

	watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for the new course	Clarification of course and updating. Course is third of three sections of courses ART 284 A, B, C). Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

x ☐ course numberx ☐ titlex ☐ description☐ prerequisites and co-requisitesx ☐ outcomesGrade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Current prefix and number	Art 287	Proposed prefix and number	ART 287 A
Current course title	Watercolor II	Proposed title (60 characters max)	Water Media II A
Reason for title change	Clarification of course and transferability.	Proposed transcript title (30 characters max)	Water Media II A

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
A studio experience exploring basic and more advanced watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to become more visually literate. A conceptual framework for critical analysis is presented along	Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with advanced art theory. Prerequisites: Three terms of ART284 or ART

with basic art theory. May be taken three times for credit. Prerequisite: ART 284 or instructor permission. Addendum to Course Description The course includes lectures, demonstrations, slides, video/film and field trips. At least a term of Watercolor I, Art 284 with a grade of "C" or better or instructor's permission required to enroll. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 287 fulfills Arts and Letters requirements for block transfer to other colleges and universities for general education requirements, or for elective credits.	284C or instructor permission.. ~~May be taken 1 time for credit.~~
Reason for change	Update. Allows for further study under new number.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
1. Continue to experience the process of learning to paint with watercolors. 2. Continue to acquaint students with the luminous, spontaneous, and delicate quality that is possible in learning to paint with watercolor. 3. Become aware of the special nature of learning to learn how to paint watercolor.	1. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical

4. To become aware of issues that are relevant to the artist working in the watercolor medium. 5. Experience the connection between seeing the subject and watching how paint and brush work on paper. 6. Learn to move water and paint on stretched watercolor paper. 7. Become sensitive to the way art helps us understand ourselves and our world. 8. Trust and develop intuitive consciousness through watercolor painting.	issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Reason
for
change

Update.
Allows for further study under new number.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Art SAC previously opted out of these prerequisites for all Studio courses.

☐ Placement into: .

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

Proposed prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

x☐ Placement into: . Please see course description explanation.

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

prefix & number:

☐

Prerequisite

☐

Corequisite

☐

pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of <u>related instruction templates</u> .	☐ yes ☒ 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 <u>related instruction website</u> to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	7 th Nov 2012
SAC Administrative Liaison	Email	Date
Gene Flores	gene.flores@pcc.edu	7 th Nov 2012

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 287 B	# Credits:	3
Course Title: (60 characters max)	Water Media II B	Transcript Title (30 characters max)	Water Media II B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with advanced art theory. Prerequisites: One term of ART287 or ART 287A or instructor permission.
Addendum to Course Description:	• May be taken 1 time for credit. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 287 B fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ 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. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. • Begin to develop personal work with an awareness of historical and contemporary artists working in water media. 1) Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different water media processes. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to water media when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in water media.
Outcomes assessment strategies:	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon advanced skill set with the intent of working towards technical and conceptual proficiency. • Develop personal work with an awareness of historical and contemporary artists working in water media.
Course Content: Themes, Concepts, Issues and	1. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with.

Skills: (from CCOG)	3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Employ, understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for the new course	Clarification of course and updating. Course is second of three sections of courses ART 287 A, B, C. Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	

reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Course Prefix and Number:	ART 287 C	# Credits:	3
Course Title: (60 characters max)	Water Media II C	Transcript Title (30 characters max)	Water Media II C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X ☐	X ☐	
Pass/No pass	X ☐	☐	
Audit in consultation with faculty	X ☐	☐	

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a further understood conceptual framework for critical analysis along with advanced art theory. Prerequisites: Two terms of ART287 or ART 287B or instructor permission.
Addendum to Course Description:	• May be taken 1 time for credit. • This is the second in a three course sequence. • A minimum 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. • College level reading comprehension is necessary. • Art 287 C fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

x ☐ Placement into:		☐ Placement into:	
course prefix & number: Please see course description explanation.	☐ 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. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with. 3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Employ understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Course activities and design: (from CCOG)	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon current skill set with the intent of working towards technical and conceptual proficiency. • Begin to develop personal work with an awareness of historical and contemporary artists working in water media. 1) Create projects that incorporate a variety of technical skills with an awareness of the inherent characteristics of different water media processes. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to water media when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions. 7) Develop personal work with an awareness of historical and contemporary artists working in water media.
Outcomes assessment strategies:	• The course may include demonstrations, slides, lectures, video/films and field trips. • Build upon advanced skill set with the intent of working towards technical and conceptual proficiency. • Develop to further understand personal work with an awareness of historical and contemporary artists working in water media.
Course Content: Themes, Concepts, Issues and	1. Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium. 2. Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with.

Skills: (from CCOG)	3. Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the watercolor painting discipline. 4. Employ understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience. 5. Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.
Reason for the new course	Clarification of course and updating. Course is three of three sections of courses ART 284 A, B, C). Allows for further study under new number.

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☐ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	

reached.	
Implementation term:	☐ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th 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

Section #1 General Information

Department	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Current prefix and number	Art 290	Proposed prefix and number	Art 290A
Current course title	Sculpture: Plaster/Clay	Proposed title (60 characters max)	Sculpture: Plaster/Clay A
# Credits	3	Proposed transcript title (30 characters max)	Sculpture: Plaster/Clay A
Reason for title change	Clarification of course and updating of terminology.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description	Proposed Description

(required information for all course revisions. Include requisites)	(include requisites)
Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through making sculpture using a variety of techniques for clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117. Audit available.	Introduces basic sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops an introductory level of creative problem solving through making sculpture using a variety of techniques for clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). Introduces critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the first of a three-course sequence. Recommended: Art 117. Audit available.
Reason for change	Clarification of course and updating of terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Students will endeavor to do the following: * Find and develop creative ways to solve problems using a variety of strategies for making sculpture with plaster and clay.□ * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures).□ * Ask meaningful questions, identify	Students will endeavor to do the following: * Find creative ways to solve problems using a variety of basic strategies for making sculpture with plaster and clay. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able

ideas and issues, and develop a basic vocabulary as to be able to actively participate in a critical dialogue about sculpture with others. □ * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. □ * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay □ * Use self-critiquing skills so as to develop autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay. * Use self-critiquing skills to begin developing autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes X no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	X Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 290B	# Credits:	3
Course Title: (60 characters max)	Sculpture: Plaster/Clay B	Transcript Title (30 characters max)	Sculpture: Plaster/Clay B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab:60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Introduces intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving through making sculpture. Introduces some intermediate level techniques for clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). Develops critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the second of a three-course sequence. Prerequisites: One term of ART290 or ART290A or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☒ 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)	Students will endeavor to do the following: * Develop creative ways to solve problems using a variety of strategies at the intermediate beginner level for making sculpture with plaster and clay.□ * Create personal works of sculpture, which demonstrate an intermediate beginners level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures).□ * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate beginning level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to continue developing a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.□ * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay □ *Continue developing self-critiquing skills to expand autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1)Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes using plaster and clay. 2)Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency with plaster and clay. 4)Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Further expand and utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6)Begin to assess and self-critique personal work to strategize creative solutions using plaster and clay. 7)Begin to develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	• Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various clay and plaster working techniques at the intermediate beginning level

	• Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using an intermediate beginning level of vocabulary. • Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> • Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) • Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) • Perception and Art • Form and Content • Interpreting art <u>Historical and Cultural Contexts</u> • Concepts, theories, and issues addressed by various cultures and historical periods • Concepts, theories, and issues addressed by contemporary sculptors from different cultures • Relationships between form and content in works of art from different cultures and historical periods • The roles of art and artists in different cultures • Intercultural and interhistorical influences (e.g. the influence of cycladic and African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> • Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. • Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) • Strategies for manipulating visual/physical elements that is ways of thinking

of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

- The relationship between materials and their visual/ physical impact(i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color etc, an element is chosen for its weighty quality, an object or material is used for its olfactory impact, an object is chosen for its associative qualities etc.)

Materials and Techniques

- Gravity and the basic forces of tension and compression.
- Materials, their handling, and meaning
- Physical activities used to alter and form clay (e.g. slice, bend, carve, compress, stretch, twist, etch, impress, etc)
- Physical ways of forming plaster while working it in different states
 - liquid state: (e.g. pouring, painting, saturating other materials with it, etching into it while wet, etc.)
 - gel state: (e.g. compress, model, accumulate, mold, build up, applying templates, carve back, etc)
 - solid state: (e.g. carve, add on more liquid or gel state plaster, gluing and repairing, ways of combining solid elements:butt, prop, lean, bind, stack, wrap, peg, slot, screw, tie, pin, cantilever, balance, etc.)
- Using plaster with armatures (e.g. wire, wood, metal armatures) and flexible covering materials (e.g. jute, fiberglass cloth, burlap, twine, wire, chickenwire, etc)
- Working with clay and plaster indirectly to make basic molds and cast sculptures (e.g. waste molds, two piece molds, relief mold, basic flexible molds, etc.)
- Safety and Environmental concerns of materials and techniques associated with clay and plaster in particular as well as other materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

	<u>Critical Analysis</u> • Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc. • Vocabulary relevant to ideas, materials, and techniques pertaining to sculpture made with clay and plaster • Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom • Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 290 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective

	☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☒ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 290C	# Credits:	3
Course Title: (60 characters max)	Sculpture: Plaster/ Clay C	Transcript Title (30 characters max)	Sculpture: Plaster/ Clay C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab:60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Explores intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving through making sculpture. Employs intermediate level techniques for clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the second of a three-course sequence. Prerequisites: Two terms of ART290 or ART290B or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Employ creative ways to solve problems using a variety of intermediate strategies for making sculpture with plaster and clay.□ * Create personal works of sculpture, which demonstrate an intermediate level of understanding of sculptural ideas, and the processes, materials, and techniques associated with clay and plaster (including but not limited to: mold making, casting, and direct construction over armatures).□ * Ask meaningful questions, identify ideas and issues, and to be able to actively participate in a critical dialogue about sculpture with others using intermediate level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to employ a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.□ * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture with plaster and clay □ * Employ self-critiquing skills to expand autonomous expression through sculpture in plaster and clay while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1)Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes using plaster and clay. 2)Generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency with plaster and clay. 4)Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6)Assess and self-critique personal work to strategize creative solutions for plaster and clay. 7)Develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	• Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various clay and plaster working techniques at the intermediate level • Comprehend and apply analysis of sculptural ideas, techniques,

	terminology, and issues through participation in formal critiques and discussions using an intermediate level of vocabulary • Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> • Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) • Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) • Perception and Art • Form and Content • Interpreting art <u>Historical and Cultural Contexts</u> • Concepts, theories, and issues addressed by various cultures and historical periods • Concepts, theories, and issues addressed by contemporary sculptors from different cultures • Relationships between form and content in works of art from different cultures and historical periods • The roles of art and artists in different cultures • Intercultural and interhistorical influences (e.g. the influence of cycladic and African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> • Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. • Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) • Strategies for manipulating visual/physical elements that is ways of thinking

of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

- The relationship between materials and their visual/ physical impact(i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color etc, an element is chosen for its weighty quality, an object or material is used for its olfactory impact, an object is chosen for its associative qualities etc.)

Materials and Techniques

- Gravity and the basic forces of tension and compression.
- Materials, their handling, and meaning
- Physical activities used to alter and form clay (e.g. slice, bend, carve, compress, stretch, twist, etch, impress, etc)
- Physical ways of forming plaster while working it in different states
 - liquid state: (e.g. pouring, painting, saturating other materials with it, etching into it while wet, etc.)
 - gel state: (e.g. compress, model, accumulate, mold, build up, applying templates, carve back, etc)
 - solid state: (e.g. carve, add on more liquid or gel state plaster, gluing and repairing, ways of combining solid elements: butt, prop, lean, bind, stack, wrap, peg, slot, screw, tie, pin, cantilever, balance, etc.)
- Using plaster with armatures (e.g. wire, wood, metal armatures) and flexible covering materials (e.g. jute, fiberglass cloth, burlap, twine, wire, chickenwire, etc)
- Working with clay and plaster indirectly to make basic molds and cast sculptures (e.g. waste molds, two piece molds, relief mold, basic flexible molds, etc.)
- Safety and Environmental concerns of materials and techniques associated with clay and plaster in particular as well as other materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

	<u>Critical Analysis</u> • Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc. • Vocabulary relevant to ideas, materials, and techniques pertaining to sculpture made with clay and plaster • Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom • Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections (Art 290 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective

	☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	X Next available term after approval Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th 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

Section #1 General Information

Department	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Current prefix and number	Art 291	Proposed prefix and number	Art 291A
Current course title	Sculpture: Carving	Proposed title (60 characters max)	Sculpture: Carving A
# Credits	3	Proposed transcript title (30 characters max)	Sculpture: Carving A
Reason for title change	Clarification of course and updating of terminology.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description	Proposed Description

(required information for all course revisions. Include requisites)	(include requisites)
Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through a variety of techniques associated with the reductive process of carving to make sculpture. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290, Art 293. Audit available.	Introduces basic sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops an introductory level of creative problem solving through a variety of techniques associated with the reductive process of carving to make sculpture. Introduces critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the first of a three-course sequence. Recommended: Art 117. Audit available.
Reason for change	Clarification of course and updating of terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: * Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively	Students will endeavor to do the following: * Find and develop creative ways to solve problems using a variety of basic strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others.

participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculptures. * Use self-critiquing skills to develop autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculptures. * Use self-critiquing skills to begin developing autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes X ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	X ☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 291B	# Credits:	3
Course Title: (60 characters max)	Sculpture: Carving B	Transcript Title (30 characters max)	Sculpture: Carving B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Introduces intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops an introductory level of creative problem solving through some intermediate level techniques associated with the reductive process of carving to make sculpture. Develops critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the second in a three-course sequence. Prerequisites: One term of ART291or ART291A or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Find and develop creative ways to solve problems using intermediate beginner level strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) * Create personal works of sculpture, which demonstrate an intermediate beginner level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate beginning level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to continue developing a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculptures. * Continue developing self-critiquing skills to expand autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes using the reductive process of carving. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency with the reductive process of carving. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions for the reductive process of carving. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various carving techniques at the intermediate beginning level. * Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using an intermediate beginning level of vocabulary. * Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Themes, Concepts, Issues</u> *Concepts, Ideas, and Issues Pertaining to the Creative Process *Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) * Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) * Perception and Art * Form and Content * Interpreting art <u>Historical and Cultural Contexts</u> * Concepts, theories, and issues addressed by various cultures and historical periods * Concepts, theories, and issues addressed by contemporary sculptors from different cultures * Relationships between form and content in works of art from different cultures and historical periods *The roles of art and artists in different cultures * Intercultural and “interhistorical” influences (e.g. the influence of pre Columbian sculpture on modern sculpture or the influence of Bernini on contemporary wood carvers like Ricky Swallow) <u>Sculptural Forms and Perceptual Impact</u> *Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. *Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) *Strategies for manipulating visual/physical elements that is ways of thinking of

composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

* The relationship between materials and their visual/ physical impact (i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color, an element is chosen for its weighty quality, an object or material is used for its olfactory impact, an object is chosen for its associative qualities etc.)

Materials and Techniques

*Gravity and the basic forces of tension and compression

*Materials, their handling, meaning, and sources

*Techniques for visualizing and roughing out sculptures using carving (e.g. splitting stone)

*Physical activities used to carve by hand and with power tools (i. e. chiseling, shaving, rasping, sanding, grinding, sawing, drilling, cutting.

*Finishing Techniques for different carving materials (i.e. sanding, polishing, texturing, cleaning, painting, adhesion etc.)

*Working with Safety and Environmental concerns of materials and techniques associated with carving in particular as well as other associated materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

*Critical Analysis

*Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.

	* Vocabulary relevant to ideas, materials, and techniques pertaining to sculpture made by carving * Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom * Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 291 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being	☐ Yes – Submit the <u>General Education</u> form

sought at this time?	☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

Implementation term:	☒ Next available term after approval



Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)

Email

Elizabeth Bilyeu

ebilyeu@pcc.edu

SAC Administrative Liaison (type name)

Email

Gene Flores

gene.flores@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 291C	# Credits:	3
Course Title: (60 characters max)	Sculpture: Carving C	Transcript Title (30 characters max)	Sculpture: Carving C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Explores intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving through making sculpture. Employs intermediate level techniques associated with the reductive process of carving to make sculpture. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the third in a three-course sequence. Prerequisites: Two terms of ART291 or ART291B or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Employ creative ways to solve problems using intermediate level strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.) * Create personal works of sculpture, which demonstrate an intermediate level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving. * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to employ a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making carved sculptures. * Employ self-critiquing skills to expand autonomous expression through carved sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes using the reductive process of carving. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency with the reductive process of carving. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions for the reductive process of carving. 7) Develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various carving techniques at the intermediate level. * Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using an intermediate level of vocabulary. * Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course	

Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Themes, Concepts, Issues</u> *Concepts, Ideas, and Issues Pertaining to the Creative Process *Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) * Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) * Perception and Art * Form and Content * Interpreting art <u>Historical and Cultural Contexts</u> * Concepts, theories, and issues addressed by various cultures and historical periods * Concepts, theories, and issues addressed by contemporary sculptors from different cultures * Relationships between form and content in works of art from different cultures and historical periods *The roles of art and artists in different cultures * Intercultural and “interhistorical” influences (e.g. the influence of pre Columbian sculpture on modern sculpture or the influence of Bernini on contemporary wood carvers like Ricky Swallow) <u>Sculptural Forms and Perceptual Impact</u> *Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. *Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) *Strategies for manipulating visual/physical elements that is ways of thinking of

composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

* The relationship between materials and their visual/ physical impact (i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color, an element is chosen for its weighty quality, an object or material is used for its olfactory impact, an object is chosen for its associative qualities etc.)

Materials and Techniques

*Gravity and the basic forces of tension and compression

*Materials, their handling, meaning, and sources

*Techniques for visualizing and roughing out sculptures using carving (e.g. splitting stone)

*Physical activities used to carve by hand and with power tools (i. e. chiseling, shaving, rasping, sanding, grinding, sawing, drilling, cutting.

*Finishing Techniques for different carving materials (i.e. sanding, polishing, texturing, cleaning, painting, adhesion etc.)

*Working with Safety and Environmental concerns of materials and techniques associated with carving in particular as well as other associated materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

*Critical Analysis

*Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.

	* Vocabulary relevant to ideas, materials, and techniques pertaining to sculpture made by carving * Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom * Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the third of three sections (Art 291 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being	☐ Yes – Submit the <u>General Education</u> form ☒ No

sought at this time?	

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:

Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	X ☐ Next available term after approval



Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)

Email

Elizabeth Bilyeu

ebilyeu@pcc.edu

SAC Administrative Liaison (type name)

Email

Gene Flores

gene.flores@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☒ course number
- X ☐ title
- ☒ description (include requisites)
- ☒ outcomes
- ☐ prerequisites and co-requisites

Grade option change

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Current prefix and number	Art 292	Proposed prefix and number	Art 292A
Current course title	Sculpture: Mixed Media	Proposed title (60 characters max)	Sculpture: Mixed Media A
# Credits	3	Proposed transcript title (30 characters max)	Sculpture: Mixed Media A
Reason for title change	Clarification of course and updating of terminology.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description	Proposed Description

(required information for all course revisions. Include requisites)	(include requisites)
Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving skills through making sculpture using a variety of mixed media techniques. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290. Audit available.	Introduces basic sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops an introductory level of creative problem solving through making sculpture using a variety of mixed media techniques. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the first of a three-course sequence. Recommend: Art 117. Audit available.
Reason for change	Clarification of course and updating of terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: * Find and develop creative ways to solve problems using a variety of strategies for making mixed media sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy	Students will endeavor to do the following: * Find and develop creative ways to solve problems using a variety of basic strategies for making mixed media sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques associated with mixed media. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the

sculpture of the past and the present from different cultures so as to be able to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. * Use self-critiquing skills so as to develop autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	past and the present from different cultures to be able to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. * Use self-critiquing skills to begin developing autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes X ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	X ☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 292B	# Credits:	3
Course Title: (60 characters max)	Sculpture: Mixed Media B	Transcript Title (30 characters max)	Sculpture: Mixed Media B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Introduces intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops a beginning intermediate level of creative problem solving through making sculpture using some intermediate level mixed media techniques. Develops critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the second of a three-course sequence. Prerequisites: One term of ART292 or ART292A or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Develop creative ways to solve problems using a variety of strategies at the intermediate beginner level for making mixed media sculpture. * Create personal works of sculpture, which demonstrate an intermediate beginners level of understanding of sculptural ideas, materials and techniques associated with mixed media. * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate beginning level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to be able continue developing a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. * Continue developing self-critiquing skills to expand autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes using mixed media. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency with mixed media. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions using mixed media. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various mixed media techniques at the intermediate beginning level. * Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using a intermediate beginning level of vocabulary.

	*Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> *Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) *Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) *Perception and Art *Form and Content *Interpreting art <u>Historical and Cultural Contexts</u> *Concepts, theories, and issues addressed by various cultures and historical periods *Concepts, theories, and issues addressed by contemporary sculptors from different cultures *Relationships between form and content in works of art from different cultures and historical periods *The roles of art and artists in different cultures *Intercultural and interhistorical influences (e.g. the influence of cycladic and African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> *Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. *Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) *Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange,

juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

*The relationship between materials and their visual/ physical impact(i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color etc, an element is chosen for its weighty quality, an object or material is used for it's olfactory impact, an object is chosen for its associative qualities etc.)

*Materials and Techniques

*Gravity and the basic forces of tension and compression.

*Materials and meaning

*Physical activities used to alter and form mixed media material (e.g. cut, bend, heat, carve, compress, stretch, twist, smash, etc.)

*Physical ways of connecting mixed media materials together(e.g. butt, prop, lean, bind, glue, stack, wrap, sew, peg, nail, slot, weld, screw, rivet, add, compress, tense, tie, pin, cantilever, balance, etc.)

*Types of sculptural processes which can be incorporated in mixed media sculpture(e.g casting, carving, assemblage, welding, wood construction, sewing etc.)

*Safety and Environmental concerns of materials and techniques: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

Critical Analysis

*Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.

*Vocabulary relevant to ideas, materials, and techniques pertaining to

	mixed media sculpture *Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom *Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 292 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal		

approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 292C	# Credits:	3
Course Title: (60 characters max)	Sculpture: Mixed Media C	Transcript Title (30 characters max)	Sculpture: Mixed Media C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Explores intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues in sculpture. Develops creative problem solving through making sculpture. Employs intermediate level mixed media techniques. Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the third of a three-course sequence. Prerequisites: Two terms of ART292 or ART292B or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Employ creative ways to solve problems using a variety of strategies at the intermediate level for making mixed media sculpture. * Create personal works of sculpture, which demonstrate an intermediate level of understanding of sculptural ideas, materials and techniques associated with mixed media. * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to employ a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making mixed media sculpture. * Employ self-critiquing skills to expand autonomous expression through mixed media sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes using mixed media. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency with mixed media 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions for mixed media. 7) Develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various mixed media techniques at the intermediate level. * Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using an intermediate level of vocabulary. * Develop conceptual ideas through the practice of creative research and

	preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> *Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) *Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) *Perception and Art *Form and Content *Interpreting art <u>Historical and Cultural Contexts</u> *Concepts, theories, and issues addressed by various cultures and historical periods *Concepts, theories, and issues addressed by contemporary sculptors from different cultures *Relationships between form and content in works of art from different cultures and historical periods *The roles of art and artists in different cultures *Intercultural and interhistorical influences (e.g. the influence of cycladic and African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> *Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. *Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) *Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit,

elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

*The relationship between materials and their visual/ physical impact(i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color etc, an element is chosen for its weighty quality, an object or material is used for it's olfactory impact, an object is chosen for its associative qualities etc.)

*Materials and Techniques

*Gravity and the basic forces of tension and compression.

*Materials and meaning

*Physical activities used to alter and form mixed media material (e.g. cut, bend, heat, carve, compress, stretch, twist, smash, etc.)

*Physical ways of connecting mixed media materials together(e.g. butt, prop, lean, bind, glue, stack, wrap, sew, peg, nail, slot, weld, screw, rivet, add, compress, tense, tie, pin, cantilever, balance, etc.)

*Types of sculptural processes which can be incorporated in mixed media sculpture(e.g casting, carving, assemblage, welding, wood construction, sewing etc.)

*Safety and Environmental concerns of materials and techniques: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

Critical Analysis

*Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.

*Vocabulary relevant to ideas, materials, and techniques pertaining to mixed media sculpture

	*Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom *Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 292 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th 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

Section #1 General Information

Department	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Current prefix and number	Art 293	Proposed prefix and number	Art 293A
Current course title	Figure Sculpture	Proposed title (60 characters max)	Figure Sculpture A
# Credits	3	Proposed transcript title (30 characters max)	Figure Sculpture A
Reason for title change	Clarification of course and updating of terminology.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description	Proposed Description

(required information for all course revisions. Include requisites)	(include requisites)
Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Develops creative problem solving skills through making figurative sculpture based on the study of the human form from professional models, nude and clothed. Applies various sculpting techniques and concepts to the study of the structure, form, and proportions of the human figure. Establishes critical skills necessary to evaluate figure sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290. Audit available.	Introduces basic sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Develops introductory level of creative problem solving through making figurative sculpture based on the study of the human form from professional models, nude and clothed. Applies various sculpting techniques and concepts to the study of the structure, form, and proportions of the human figure. Introduces critical skills necessary to evaluate figure sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the first of a three-course sequence. Recommended: Art 117. Audit available.
Reason for change	Clarification of course and updating of terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u>.	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: * Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture * Ask meaningful questions, identify	Students will endeavor to do the following: * Find and develop creative ways to solve problems using a variety of basic strategies for making figure sculpture * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture

ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others * Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figure sculpture. * Use self-critiquing skills to develop autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others * Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figure sculpture. * Use self-critiquing skills to begin developing autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

Art SAC previously opted out of these prerequisites for all Studio courses.

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ 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 <u>related instruction templates</u> .	☐ yes X ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	X ☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 293B	# Credits:	3
Course Title: (60 characters max)	Figure Sculpture B	Transcript Title (30 characters max)	Figure Sculpture B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Introduces intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Develops creative problem solving through making figurative sculpture based on the study of the human form from professional models, nude and clothed. Introduces some intermediate level sculpting techniques and concepts to the study of the structure, form, and proportions of the human figure. Develops critical skills necessary to evaluate figure sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the second of a three-course sequence. Prerequisites: One term of ART293 or ART293A or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Find and develop creative ways to solve problems for making figure sculpture using a variety of strategies at the intermediate beginner level * Create personal works of sculpture, which demonstrate an intermediate beginner level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate beginning level vocabulary * Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to continue developing a lifelong process of expanding knowledge on the diversity of perspectives of the human experience * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figure sculpture * Continue developing self-critiquing skills to expand autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes associated with figure sculpture. 2) Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency with figure sculpture. 4) Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Further expand and utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6) Begin to assess and self-critique personal work to strategize creative solutions for figure sculpture. 7) Begin to develop personal work with an awareness of historical and contemporary artists working in figure sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations at the intermediate beginning level. * Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using an intermediate beginning level of vocabulary.

	* Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: <u>(from CCOG)</u>	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> * Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) * Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) * Perception and Art * Form and Content * Interpreting art <u>Historical and Cultural Contexts</u> * Concepts, theories, and issues addressed by various cultures and historical periods * Concepts, theories, and issues addressed by contemporary sculptors from different cultures * Relationships between form and content in works of art from different cultures and historical periods * The roles of art and artists in different cultures * Intercultural and “interhistorical” influences (e.g. the influence of cycladic and African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> * Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. * Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) * Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase,

decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

* The relationship between materials and their visual/ physical impact (i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color, an element is chosen for its weighty quality, an object is chosen for its associative qualities etc.)

Materials and Techniques

* Gravity and the basic forces of tension and compression.

* Materials, their handling, and meaning

* Physical activities used to alter and form materials that can be used to create figure sculpture (e.g. slice, bend, carve, compress, stretch, twist, etch, impress, etc) (Suggested materials are clay, wax, concrete, foam, plaster, etc)

* Working with armatures

* Understanding the issues and processes involved in working with models

* Working with traditional and non traditional figure modeling tools

* Strategies for making a figure sculpture permanent (e.g. casting, firing, or direct modeling in plaster, wax, concrete, foam etc)

* Safety and Environmental concerns of materials and techniques associated with figure sculpture in a variety of media in particular as well as associated materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

Critical Analysis

*Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.

*Vocabulary relevant to ideas, materials, and techniques pertaining to figure sculpture

* Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom

* Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 293 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	

Implementation term:	☒ Next available term after approval ☒ Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)	Email

Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 293C	# Credits:	3
Course Title: (60 characters max)	Figure Sculpture C	Transcript Title (30 characters max)	Figure Sculpture C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Explores intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Employs intermediate level creative problem solving through making figurative sculpture based on the study of the human form from professional models, nude and clothed. Employs intermediate sculpting techniques and concepts to the study of the structure, form, and proportions of the human figure. Establishes critical skills necessary to evaluate figure sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the third of a three-course sequence. Prerequisites: Two terms of ART293 or ART293B or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Employ creative ways to solve problems for making figure sculpture using a variety of strategies at the intermediate level * Create personal works of sculpture, which demonstrate an intermediate level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture * Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate level vocabulary * Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to employ a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making figure sculpture. * Employ self-critiquing skills to expand autonomous expression through figure sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1) Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes associated with figure sculpture. 2) Generate ideas/concepts with an awareness of the intended content of the work produced. 3) Build upon current skill set with the intent of working towards technical proficiency with figure sculpture. 4) Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5) Utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6) Assess and self-critique personal work to strategize creative solutions for figure sculpture 7) Develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations at the intermediate level. * Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using intermediate level vocabulary. * Develop conceptual ideas through the practice of creative research and

	preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> * Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) * Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) * Perception and Art * Form and Content * Interpreting art <u>Historical and Cultural Contexts</u> * Concepts, theories, and issues addressed by various cultures and historical periods * Concepts, theories, and issues addressed by contemporary sculptors from different cultures * Relationships between form and content in works of art from different cultures and historical periods * The roles of art and artists in different cultures * Intercultural and “interhistorical” influences (e.g. the influence of cycladic and African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> * Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. * Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) * Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

* The relationship between materials and their visual/ physical impact (i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color, an element is chosen for its weighty quality, an object is chosen for its associative qualities etc.)

Materials and Techniques

* Gravity and the basic forces of tension and compression.

* Materials, their handling, and meaning

* Physical activities used to alter and form materials that can be used to create figure sculpture (e.g. slice, bend, carve, compress, stretch, twist, etch, impress, etc) (Suggested materials are clay, wax, concrete, foam, plaster, etc)

* Working with armatures

* Understanding the issues and processes involved in working with models

* Working with traditional and non traditional figure modeling tools

* Strategies for making a figure sculpture permanent (e.g. casting, firing, or direct modeling in plaster, wax, concrete, foam etc)

* Safety and Environmental concerns of materials and techniques associated with figure sculpture in a variety of media in particular as well as associated materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

Critical Analysis

*Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.

*Vocabulary relevant to ideas, materials, and techniques pertaining to figure sculpture

* Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom

* Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.

Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 293 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form ☒ No

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.

Name of certificate(s):		# credits:

Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:

Impact on other Programs and Departments

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

Implementation term:	☒ Next available term after approval ☒ Specify term AFTER the next available

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair (type name)

Email

Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th 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

Section #1 General Information

Department	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Current prefix and number	Art 294	Proposed prefix and number	Art 294A
Current course title	Sculpture: Metals	Proposed title (60 characters max)	Sculpture: Metals A
# Credits	3	Proposed transcript title (30 characters max)	Sculpture: Metals A
Reason for title change	Clarification of course and updating of terminology.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. Do not use the words: course and/or student. Include recommendations in the description.

Current Description	Proposed Description

(required information for all course revisions. Include requisites)	(include requisites)
Explores sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving skills through making sculptures with various metal working techniques (including but not limited to: welding, cold connections, forming and finishing). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. May be taken three times for credit. Recommend: Art 117, Art 290, Art 292. Audit available.	Introduces basic sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops an introductory level of creative problem solving through making sculptures with various metal working techniques (including but not limited to: welding, cold connections, forming and finishing). Introduces critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the first of a three-course sequence. Recommended: Art 117. Audit available.
Reason for change	Clarification of course and updating of terminology.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on <u>writing good outcomes</u> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: * Find and develop creative ways to solve problems using a variety of strategies for making metal sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively	Students will endeavor to do the following: * Find and develop creative ways to solve problems using a variety of basic strategies for making metal sculpture. * Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able

participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures so as to be able to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. * Establish self-critiquing skills so as to develop autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	to actively participate in a critical dialogue about sculpture with others. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to be able to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. * Use self-critiquing skills to begin developing autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Reason for change	Updating terminology and verbiage.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Art SAC previously opted out of these prerequisites for all Studio courses.			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ 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 <u>related instruction templates</u> .	☐ yes X ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	X ☐ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 294B	# Credits:	3
Course Title: (60 characters max)	Sculpture: Metals B	Transcript Title (30 characters max)	Sculpture: Metals B
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Introduces intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving through making sculpture. Introduces some intermediate metal working techniques (including but not limited to: welding, cold connections, forming and finishing). Develops critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the second of a three-course sequence. Prerequisites: One term of ART294 or ART294A or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
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)	Students will endeavor to do the following: * Develop creative ways to solve problems using a variety of strategies at the intermediate beginner level for making metal sculpture. * Create personal works of sculpture, which demonstrate an intermediate beginners level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). *Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate beginning level vocabulary * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to be able to continue developing a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. * Continue developing self-critiquing skills to expand autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1)Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different processes used for metal sculpture. 2)Begin to generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency with metal. 4)Develop safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Further expand and utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6)Begin to assess and self-critique personal work to strategize creative solutions for metal sculpture. 7)Begin to develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	*Make creative, appropriately crafted, challenging sculptural solutions to given provocations using metal working techniques at the intermediate beginning level. *Demonstrate technical welding and metal forming procedures properly. *Comprehend and apply analysis of sculptural ideas, techniques,

	terminology, and issues through participation in formal critiques and discussions using intermediate beginning level vocabulary. *Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> *Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) *Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) *Perception and Art *Form and Content *Interpreting art <u>Historical and Cultural Contexts</u> *Concepts, theories, and issues addressed by various cultures and historical periods *Concepts, theories, and issues addressed by contemporary sculptors from different cultures with an emphasis on sculpture made with metal *Relationships between form and content in works of art from different cultures and historical periods *The roles of art and artists in different cultures *Intercultural and interhistorical influences (e.g. the influence of African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> *Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. *Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.) *Strategies for manipulating visual/physical elements that is ways of

thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

- *The relationship between materials and their visual/ physical impact(i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color etc, an element is chosen for its weighty quality, an object or material is used for it's olfactory impact, an object is chosen for its associative qualities etc.)

Materials and Techniques

- *Gravity and the basic forces of tension and compression.
- *Materials and meaning
- *Physical activities used to alter and form metals (e.g. cut, bend, heat, carve, compress, stretch, twist, hammer, rust, corrode, etch, etc.)
- *Physical ways of connecting metals together(e.g. butt, prop, lean, bind, stack, wrap, peg, nail, slot, weld, screw, rivet, add, tense, tie, pin, cantilever, balance, etc.)
- *Types of sculptural processes which can be incorporated into metal sculpture (e.g cold and hot forging, repousse, casting, welding, soldering, brazing, cold connections such as rivet construction, chain making, hinging, linear armature construction, finishing techniques , etc.)
- *Use of various power tools(hand held grinders, bench grinder, chop saw, band saw, shears, etc)
- *Safety and Environmental concerns of materials and techniques: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

Critical Analysis

- *Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and

	oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc. *Vocabulary relevant to ideas, materials, and techniques pertaining to metal sculpture and sculpture in general *Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom *Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 294 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form X ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number
 Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter name Phone Email	Ben Buswell 971-722-7329 benjamin.buswell@pcc.edu Marie Sivak 971-722-8314 msivak@pcc.edu
Course Prefix and Number:	Art 294C	# Credits:	3
Course Title: (60 characters max)	Sculpture: Metals C	Transcript Title (30 characters max)	Sculpture: Metals C
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	

Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: “course” or “students”. Include any recommendations in the description. Please limit the description to 1-3 sentences.		
Course Description: (field will expand as needed)	Explores intermediate sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Develops creative problem solving through making sculpture. Employs intermediate level metal working techniques (including but not limited to: welding, cold connections, forming and finishing). Establishes critical skills necessary to evaluate sculpture through critiques, discussions, and sculpture presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of sculpture. This is the third of a three-course sequence. Prerequisites: Two terms of ART294 or ART294B or instructor permission. Recommended: Art 117. Audit available.	
Addendum to Course Description:		

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

X ☐ Placement into: Please see course description explanation.

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)	Students will endeavor to do the following: * Employ creative ways to solve problems using a variety of strategies at the intermediate level for making metal sculpture. * Create personal works of sculpture, which demonstrate an intermediate level of understanding of sculptural ideas, and the materials and techniques associated with metal sculpture including but not limited to: welding, cold connections, forming and finishing). *Ask meaningful questions, identify ideas and issues, to actively participate in a critical dialogue about sculpture with others using intermediate level vocabulary. * Understand, interpret, and enjoy sculpture of the past and the present from different cultures to be able to employ a lifelong process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making metal sculpture. * Employ self-critiquing skills to expand autonomous expression through metal sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
Course activities and design: (from CCOG)	1)Create sculptures that incorporate a variety of technical skills with an awareness of the inherent characteristics of different sculpture processes used for metal sculpture. 2)Generate ideas/concepts with an awareness of the intended content of the work produced. 3)Build upon current skill set with the intent of working towards technical proficiency with metal. 4)Practice safe studio practices in regards to the handling of tools, chemicals and machinery within a communal studio space. 5)Utilize the necessary vocabulary specific to sculpture when participating in class critiques and discussions. 6)Assess and self-critique personal work to strategize creative solutions for metal sculpture. 7)Develop personal work with an awareness of historical and contemporary artists working in sculpture.
Outcomes assessment strategies:	* Make creative, appropriately crafted, challenging sculptural solutions to given provocations using metal working techniques at the intermediate level. * Demonstrate technical welding and metal forming procedures properly.

	* Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions using intermediate level vocabulary. * Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<u>Concepts, Ideas, and Issues Pertaining to the Creative Process</u> *Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing) *Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models) *Perception and Art *Form and Content *Interpreting art <u>Historical and Cultural Contexts</u> *Concepts, theories, and issues addressed by various cultures and historical periods *Concepts, theories, and issues addressed by contemporary sculptors from different cultures with an emphasis on sculpture made with metal *Relationships between form and content in works of art from different cultures and historical periods *The roles of art and artists in different cultures *Intercultural and interhistorical influences (e.g. the influence of African art on western, modern sculpture) <u>Sculptural Forms and Perceptual Impact</u> *Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc. *Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.)

- *Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)
- *The relationship between materials and their visual/ physical impact(i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color etc, an element is chosen for its weighty quality, an object or material is used for it's olfactory impact, an object is chosen for its associative qualities etc.)

Materials and Techniques

- *Gravity and the basic forces of tension and compression.
- *Materials and meaning
- *Physical activities used to alter and form metals (e.g. cut, bend, heat, carve, compress, stretch, twist, hammer, rust, corrode, etch, etc.)
- *Physical ways of connecting metals together(e.g. butt, prop, lean, bind, stack, wrap, peg, nail, slot, weld, screw, rivet, add, tense, tie, pin, cantilever, balance, etc.)
- *Types of sculptural processes which can be incorporated into metal sculpture (e.g cold and hot forging, repousse, casting, welding, soldering, brazing, cold connections such as rivet construction, chain making, hinging, linear armature construction, finishing techniques , etc.)
- *Use of various power tools(hand held grinders, bench grinder, chop saw, band saw, shears, etc)
- *Safety and Environmental concerns of materials and techniques: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects

Critical Analysis

- *Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten

	creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc. *Vocabulary relevant to ideas, materials, and techniques pertaining to metal sculpture and sculpture in general *Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom *Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.
Reason for the new course	Clarification of course and updating terminology. Course is the second of three sections (Art 294 A, B, C)

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	Already approved for Gen Ed.
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the <u>General Education</u> form X ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	