

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Education Advisory Committee  
Agenda  
January 16, 2013  
Sylvania CC, Conference Rm B

New Business:

324. BA 114 – Financial Survival  
Course Revision – Des, Out

325. ESR 141 – Introduction to Individual Sustainability  
New Course

326. MTH 30 – Business Mathematics  
Course Revision – Des

327. MTH 252 – Calculus II  
Course Revision – Des

328. CHLA 201 – Intro Chicano/Latino Studies I  
General Education

329. CHLA 202 – Intro Chicano/Latino Studies II  
General Education

330. WR 115 – Intro To Expository Writing  
Course Revision – Out

331. ENG 238 – International Working Class Literature  
New Course

332. ALC 63C – Math 65 Review – 3 credits  
New Course

333. ALC 63B – MTH 60 Review – 3 credits  
New Course

334. ALC 63A – MTH 20 Review – 3 credits  
New Course

335. ALC 62C – MTH 65 Review – 2 credits  
New Course

336. ALC 62B – MTH 60 Review – 2 credits  
New Course

337. ALC 62A – MTH 20 Review – 2 credits  
New Course

338. ALC 61C – MTH 65 Review – 1 credit  
New Course

339. ALC 61B – MTH 60 Review – 1 credit  
New Course

340. ALC 61A – MTH 20 Review – 1 credit  
New Course

341. ALC 60C – MTH 65 Review – 0 credits  
New Course

342. ALC 60B – MTH 60 Review – 0 credits  
New Course

343. ALC 60A – MTH 20 Review – 0 credits  
New Course

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

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

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

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

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

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

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

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

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

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

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

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

356. PE 130A – Adapted Physical Education  
New Course

357. PE 130B – Adapted Physical Education  
New Course

358. PE 130C – Adapted Physical Education  
New Course

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

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

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

402. PE 140A – Zumba Fitness Gold  
New Course

403. PE 140B – Zumba Fitness I  
New Course

404. PE 140C – Zumba Fitness II  
New Course

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

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

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

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

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

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

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

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

413. D 209 – Dance Performance  
New Course

414. D 210 – Dance Performance  
New Course

415. D 211 – Dance Performance  
New Course

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

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

418. D 260 – Dance Improvisation  
New Course

419. D 261 – Dance Improvisation  
New Course

420. D 280 – Dance and Hip Hop Culture  
New Course

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

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

423. EC 203 – Principles of Economics: Applications to Economic Issues  
Course Revision – Des, Out

424. EC 216 – Labor Market: Economics of Gender, Race, and Work  
Course Revision – Des, Out

425. EC 230 – Contemporary World Economic Issues: International Economics  
Course Revision – Des, Out

426. EC 285 – Introduction to Political Economy  
Course Revision – Des, Out

427. EC 203 – Principles of Economics: Application to Economic Issues  
General Education

428. EC 216 – Labor Market: Economics of Gender, Race, and Wrok  
General Education

429. EC 230 – Contemporary World Economic Issues: International Economics  
General Education

430. EC 285 – Introduction to Political Economy  
General Education

## 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  
[Hcurriculum@pcc.edu](mailto:Hcurriculum@pcc.edu)

## Section #1 General Information

Department	BA	Submitter name	DeLyse Totten
		Phone	X4822
		Email	<a href="mailto:dtotten@pcc.edu">dtotten@pcc.edu</a>
Current prefix and number	BA 114	Proposed prefix and number	
Current course title	Financial Survival	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change	<b>To match CG 114 CCOG</b>		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Financial Survival Provides basic information and strategies to empower individuals to make positive decisions about funding their education and establishing control over their financial lives, leading to financial independence	Provides basic information and strategies to empower individuals to make positive decisions about funding their education and establishing control over their financial lives, leading to financial independence and reduced life stress. Introduces: funding college, budgeting, wise use

and reduced life stress. Topics include student financial aid and funding college, budgeting, wise use of credit, controlling debt, basic financial planning, effective financial decision making, and avoiding financial mistakes and pitfalls. BA 114 and CG 114 cannot both be taken for credit. Prerequisite: WR 90, RD 90, and MTH 20 or equivalent placement test scores.	of credit, controlling debt, basic financial planning, effective financial decision making, and avoiding financial mistakes and pitfalls <b>scores</b> . BA 114 and CG 114 cannot both be taken for credit. Prerequisite: WR 90, RD 90, and MTH 20 or equivalent placement test scores.
Reason for change	Updating the description of the course to be consistent with CG 114.

**LEARNING OUTCOMES:** Describe what 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. Understand the student financial aid process, and effectively utilize it 2. Learn a variety of ways to achieve their college goals while minimizing borrowing 3. Develop a personal financial plan, short-term, medium-term and long-term 4. Appreciate the importance of maintaining a strong credit portfolio (incl. FICO scores) 5. Understand the importance of making informed financial choices 6. Learn a variety of ways to avoid financial pitfalls (unnecessary risks), while building for future financial stability	1. Implement a financial plan to pay for college while maximizing resources and minimizing borrowing. 2. Maintain short, medium and long-term financial goals while adhering to a spending plan. 3. Make informed financial decisions to avoid unnecessary financial risks and establish a strong credit portfolio.
Reason for change	Updating to be consistent with CG 114.

**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

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

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

<b>IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?</b>	
Please provide details, who was contacted and the resolution.	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	BA 114 is cross listed with CG 114. The BA SAC has communicated with CG Sonya Bedient regarding the updates to the description and outcomes. The BA SAC did not have any objections to the CG update and is now proceeding to update the BA 114 description and outcomes to be consistent with those made to CG114.
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
DeLyse Totten	dtotten@pcc.edu	Nov. 15, 2012
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhause	charmagne.ehrenhaus@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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Environmental Studies and Resources	Submitter name Phone Email	Linda C. Pope 503-939-4008 linda.pope1@pcc.edu
Course Prefix and Number:	ESR 141	# Credits:	4
Course Title: (60 characters max)	Introduction to Individual Sustainability	Transcript Title (30 characters max)	Individual Sustainability
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 hr Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	X	X	
Pass/No pass	X	<input type="checkbox"/>	
Audit in consultation with faculty	X	<input type="checkbox"/>	
Begin 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 the concept sustainability at the individual scale. Develops an individual sustainability model by reviewing current models of sustainability used by businesses, communities, and governments. Addresses a wide range of topics at the individual level, including the built world, water and energy; transportation options; wise purchasing; sustainable agriculture and food choices; recycling and waste reduction; recreation and its effect on the environment; restoring natural environments; health and how it impacts the environment. Covers the core principles of sustainability (Ecology/environment, economy/employment, equity/equality, education).		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
None – please explain	

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Students should be able to independently and collaboratively:</p> <p>Apply an understanding of sustainability issues as related to personal, political, community and workplace decisions.</p> <p>Identify and recognize the unsustainable elements within the student's personal/community or workplace environments and develop an alternative plan.</p> <p>Explain to others the importance of the individual as a driving force to attain all sustainability goals and be a source of sustainability inspiration to others.</p> <p>Use critical thinking skills to address sustainability issues in their personal life experiences.</p> <p>Use the scientific method to address more complicated scenarios.</p>
Course activities and design: (from CCOG)	<ul style="list-style-type: none"> <li>• Use critical thinking to analyze and evaluate current business and government models of sustainability.</li> <li>• Translate one or more business/government sustainability plans into individual sustainability plans.</li> <li>• Through papers and presentations, demonstrate as an individual, as part of a team, and as a class the concept of individual sustainability.</li> <li>• Ultimately, use all the information gathered by all students in the class to develop a generalized sustainability plan for use by any individual.</li> <li>• Develop a personal vision regarding what it means to live sustainably.</li> <li>• Participate in activities that increase awareness related to current unsustainable activities as well as envision paths of change.</li> <li>• Develop class presentations with the idea that they will be presented to a greater audience.</li> </ul>

Outcomes assessment strategies:	<b>Assessment Tasks:</b> Written assessments: <ul style="list-style-type: none"> <li>• Essay, short and multiple choice exams.</li> <li>• Write-ups of field experiences.</li> <li>• Research paper on a sustainability topic</li> <li>• Journal: vision and individual model development</li> <li>• Oral presentations with accompanying Visual/graphical representations</li> <li>• Graphs</li> <li>• Maps</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	In this course, students will read business books related to sustainability in order to: <ol style="list-style-type: none"> <li>1. Begin to understand the challenges that businesses face in becoming sustainable</li> <li>2. Realize that it is the human factor that is the most challenging aspect</li> <li>3. Realize that individuals can become the drivers for sustainability</li> <li>4. Adapt that information into an individual sustainability plan</li> <li>5. Envision a larger plan (for the local community, state, or country)</li> <li>6. Realize that it is only with having visions at all scales that we can become a sustainable society in the time frame which is available to us.</li> </ol>
Reason for the new course	Instruction and guidance in sustainability is necessary for all individuals in order to prepare them for the changes that are required of us all in the coming decades. It is essential to develop a greater understanding of the depth to which these changes affect us. Most universities offer graduate degrees in sustainability. The undergraduate level must be developed and must encourage students to incorporate sustainability into all aspects of their educational pursuits. It is the individual that will become the leaders of change within our neighborhoods, the scale at which sustainability changes will happen. The goal of this course is to inspire those leaders.

<b>Section #2 Transferability</b>	
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	Portland State University Concordia University
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred)	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution

Required for Gen Ed only	<input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	Yes
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review
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This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Thomas Robertson	
SAC Administrative Liaison	Email
Betsy Julian	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	MTH	Submitter name	Dennis Reynolds
		Phone	971-722-7694
		Email	<a href="mailto:dreynold@pcc.edu">dreynold@pcc.edu</a>
Current prefix and number	30	Proposed prefix and number	
Current course title	Business Mathematics	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)
Application of arithmetic to a variety of problems found in the business field, including simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation. Scientific calculator required. Prerequisites: MTH 20; (RD 80 or ESOL 250).	Applies arithmetic to a variety of problems found in the business field, including simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation. Scientific calculator required. Prerequisites: MTH 20 and RD 80 (or ESOL 250).

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> <li>• Demonstrate ability to reconcile a checking account and deposit credit card transactions. Demonstrate knowledge of payroll procedures to determine gross pay and payroll taxes.</li> <li>• Show knowledge of the mathematics of buying including trade discounts and cash discounts. Show knowledge of the mathematics of selling including markup and markdown and inventory. Calculate simple interest, compound interest , and present value in appropriate applications. Solve annuity problems using tables, including future value, present value, and sinking funds. Apply depreciation methods to business assets.</li> <li>• Prepare students for further course work in their major area of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze real world scenarios to recognize when simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results.</li> <li>• Appreciate business mathematics concepts that are encountered in the real world, understand and be able to communicate the underlying business concepts and mathematics involved to help another person gain insight into the situation.</li> <li>• Work with simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation problems in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in business and mathematics that requires the use of and an understanding of the concepts of business mathematics.</li> </ul>
Reason for change	This change is merely a format variation to better align and be consistent with other recently approved Math CCOGs.

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

### Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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### 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: MTH 20	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: RD 80 or ESOL 250	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes  
☒ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes  
☒ No

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



Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carly Vollet	<a href="mailto:Carly.vollet@pcc.edu">Carly.vollet@pcc.edu</a>	10/29/2012
SAC Administrative Liaison (type name)	Email	Date
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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	MTH	Submitter name	Peter Haberman
		Phone	971-722-4135
		Email	<a href="mailto:phaberma@pcc.edu">phaberma@pcc.edu</a>
			Carly Vollet
			971-722-5564
			<a href="mailto:Carly.vollet@pcc.edu">Carly.vollet@pcc.edu</a>
Current prefix and number	252	Proposed prefix and number	
Current course title	Calculus II	Proposed title (60 characters max)	
# Credits	5	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
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Includes antiderivatives, the definite integral, topics of integration, improper integrals, and applications of integration. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 251 and its prerequisite requirements. Audit available.	Includes antiderivatives, the definite integral, topics of integration, improper integrals, and applications of differentiation and integration. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisites: MTH 251 and its prerequisite requirements. Audit available.
Reason for change	Applications of differentiation has been added to the description since these topics (specifically optimization) are contained in the 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
<ul style="list-style-type: none"> <li>Analyze real world scenarios to recognize when derivatives or integrals are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results.</li> <li>Appreciate derivative and integral concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation.</li> <li>Work with derivatives and integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and integrals with colleagues in the field of mathematics, science or engineering.</li> <li>Enjoy a life enriched by exposure to Calculus.</li> </ul>	

Reason for change	No Change
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

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

**Current prerequisites, corequisites and concurrent**

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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**Proposed prerequisites, corequisites and concurrent**

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<b>If yes. Check two things:</b> 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.	

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

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Carly Vollet	<a href="mailto:Carly.vollet@pcc.edu">Carly.vollet@pcc.edu</a>	10/29/2012
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	10/29/2012
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

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

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

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

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

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

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

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

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

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

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

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

#### Note:

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

[General Education Request Information](#)

### 6. Complete the contact information:

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

Save this document as the course prefix and number.

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

Course Prefix and Number:	CHLA 201	Course Title:	Intro Chicano/Latino Studies 1
Course Credits:	4	Gen Ed Category:	Arts and Letters
Course Description:	Introduces Chicano/Latino history in the United States beginning with Spanish colonization and continuing with the Mexican-American War and the migration of Chicanos/Latinos. Covers the events that shaped the Chicano/Latino experience, such as the Bracero Program, the Chicano Movement, and U.S. foreign policy in Latin America.		

Course Outcomes:	<ol style="list-style-type: none"> <li>1. Articulate an understanding of key events that shaped the history of Chicano/Latino peoples and use critical thinking in order to evaluate historical events and their impact on Chicano/Latino peoples.</li> <li>2. Recognize the historical contributions of key Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity.</li> <li>3. Employ an understanding of the history of Chicano/Latino cultures as a guide to interact with Chicano/Latino peoples in personal and professional environments.</li> </ol>
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### 8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	<p>A study of Chicano/Latino cultures provides students with a better understanding of their own culture, customs and traditions, at the same time preparing them to work effectively in multicultural settings.</p> <p>This course serves as an introduction to the variety of Chicano/Latino cultures in the United States. This course does so by introducing students to key historical, cultural and political movements. These include: the Bracero Program, the Chicano Movement, U.S. foreign policy in Latin America, and Immigration. By studying the varieties of Chicano/Latino cultures and history in the United States students are better able to understand their own cultures and to connect with others based on cultural similarities and differences.</p>
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B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students will study, analyze and research the historical and contemporary experiences of people of Mexican origin, as well as other Latino/a and indigenous populations in the United States. This course begins at the point of contact, over 500 years ago, and brings students up to current issues. In this course students will begin to place migration patterns, cultural production and political action within an historical framework. They will begin to understand Chicano/Latino cultures as historically constructed and contested. Students will see how gender roles have been changed, refashioned and contested by various Latino and Latinas as they've joined the struggle to make a place in the United States.
C. Understanding of themselves and/or their natural and technological environments.	This course, by contextualizing the various histories of Chicano/Latino groups helps students better understand their own cultural background, and are able to place their personal trajectories within a larger historical narrative. Students also begin to understand how Chicano/Latino peoples have migrated to and within the United States, thus reshaping and redefining their natural and urban environments.
D. Ability to reason qualitatively and/or quantitatively.	In this course students learn how to use their critical thinking skills and develop them further with an emphasis on qualitative reasoning. Throughout the course students are asked to consider the current circumstances of Chicano/Latino populations and situate them historically. Students are also encouraged to view the issues from competing standpoints and reason their own interpretations and solutions.
E. Ability to conceptually organize experience and discern its meaning.	By studying the histories of Chicano/Latino people in the Americas, students gain a greater appreciation of history, culture conflict and change, and they are equipped to explore more fully their own history, and those of other cultures.
F. Aesthetic and artistic values.	Chicano/as and Latino/as in the United States express their cultures in a variety of artistic ways. This course will explore how that expression takes form in film, painting, music and other performances. The course also explores how Chicano/Latino artistic sensibilities are themselves transformed by contact with other cultures in the United States.
G. Understanding of the ethical and social requirements of responsible citizenship.	In this course students will begin to learn of the struggles, past and present, which Chicano/Latinos have undergone in order to incorporate themselves into the fabric of the United States as fully incorporated citizens, legal and cultural; they will also see how Chicano/Latinos have struggled to define and redefine what citizenship and its rights are and should be. By examining the success, failures and ongoing struggles students in this course will learn and see the various results of responsible citizenship, e.g. struggle for civil rights, voting rights, anti-discrimination struggles and how these have been addressed within the framework of a democratic society.

### Arts and Letters

#### Outcomes:

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

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



**Criteria:**

A course in Arts & Letters should:

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

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

4. Articulate an understanding of key events that shaped the history of Chicano/Latino peoples and use critical thinking in order to evaluate historical events and their impact on Chicano/Latino peoples.
5. Recognize the historical contributions of key Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity.
6. Employ an understanding of the history of Chicano/Latino cultures as a guide to interact with Chicano/Latino peoples in personal and professional environments.

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

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

This course introduces students to aspects of Chicano/Latino history and culture that are often times different from their own experience and cultural practices, and it exposes them to the processes involved in cultural assimilation, cultural production and culture change. Students are introduced to these practices through reading assignments, lectures and film. Through discussion and assigned works students begin to engage with the various means of Chicano/Latino cultural production in literature, music and the arts. These mediums are engaged with on an aesthetic level as well as with an eye towards their social, political and cultural commentary.

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

In this course students begin to place the experiences of Chicano/Latino peoples into a larger, historical framework, thus beginning to understand not only the various histories of Latinos in the United States, but points of similarity as well. With this more holistic view of Chicano/Latino peoples and their histories, students can begin to engage with the critical issues affecting these communities at the local and global level equipped with a greater knowledge of the various communities involved and with an increased ability to critically engage with various points of view on the issues.

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

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

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

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

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

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

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

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

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

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

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

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

#### Note:

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

[General Education Request Information](#)

### 6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Maria Lopez	maria.lopez@pcc.edu
SAC Chair	Name	E-mail Address
	James Harrison	jharriso@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

Save this document as the course prefix and number.

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

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

Course Prefix and Number:	CHLA 202	Course Title:	Chicano/Latino Studies II
Course Credits:	4	Gen Ed Category:	Arts and Letters

Course Description:	Introduces Chicano/Latino social, political, and economic status in the United States. Includes an examination of the political and economic structure and organization and U.S. society and the status and class position of various Chicano/Latino groups. Also includes a demographic profile and overview of current social issues.
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Articulate an understanding of key events and factors that shaped the social, political, and economic status of Chicano/Latino peoples and use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples.</li> <li>2. Recognize the major factors that influenced changes in the social, political, and economic status of Chicano/Latino cultures in order to appreciate and evaluate Chicano/Latino diversity.</li> <li>3. Employ an understanding of current social issues related to the social, political, and economic status of Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples in personal and professional environments.</li> </ol>
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**8. Address PCC's General Education Philosophy Statement:**

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

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

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

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

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

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

	successful interaction on many level of society. Students will also be better prepared to enter the work force with rapidly changing demographics.
C. Understanding of themselves and their natural and technological environments.	Chicano/Latino Studies courses are designed to address the fundamental issues on how Chicano/Latinos in the United States understand themselves and the environment. Students study a variety of traditions and their relationship with nature and society within the Latino community. Students also have opportunity to see how these traditions have changed overtime.
D. Ability to reason qualitatively and quantitatively.	Chicano/Latino studies primary focuses on qualitative reasoning as students are asked to consider various beliefs and values that Latinos in the United States hold. They are asked to consider the intersection of these values, beliefs, etc with the makeup on American society. This course also introduces research methods and writing skills through class lectures and hands-on assignment of basic research strategies and reinforcement of appropriate writing skills necessary to a wide spectrum of research and writing assignments. It includes an introduction to information sources and search strategies relevant to Chicano/Latino research. This course focuses on identifying specific areas in need of further research; locating and formulating problems; interpretation of data; access database programs preparation of research papers.
E. Ability to conceptually organize experience and discern its meaning.	The service-learning component, described above, is a clear example of how students are able to connect real word experience with in-class discussions and assigned readings
F. Aesthetic and artistic values.	There are 3,000 distinct African societies which express their sense of art and beauty in a multiplicity of ways. From ancient to modern times, from the pyramids of Memphis in Egypt to the magnificent Durban Stadium in South Africa, from the Book of the Dead to the novels of Chinua Achebe, from soapstone fertility gods to highlife music, Africans have expressed their creativity and values. Students will deepen their understanding of the African sense of values, beauty and art as an integral part of their societies rather than being relegated to the periphery.
G. Understanding of the ethical and social requirements of responsible citizenship.	The concept of citizenship carries with it the idea of belonging to and participating in an organized society and this is lived in a number of ways on the African continent. The continent has 55 nations each of which has dozens of societies and so Africans can claim citizenship at the local as well as national level. Students will learn about the differing ethical and social requirements of what it means to be a conscientious citizen and this is accomplished through an examination of the roles of individuals and groups in African polities from ancient to modern times. An awareness of these perspectives will lead students to a more definitive understanding of what it means to be a responsible citizen in those societies and also in their own.

### Arts and Letters

#### Outcomes:

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

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and

- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

**Criteria:**

A course in Arts & Letters should:

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

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

4. Articulate an understanding of key events and factors that shaped the social, political, and economic status of Chicano/Latino peoples and use critical thinking in order to evaluate these events and their impact on Chicano/Latino peoples.
5. Recognize the major factors that influenced changes in the social, political, and economic status of Chicano/Latino cultures in order to appreciate and evaluate Chicano/Latino diversity.
6. Employ an understanding of current social issues related to the social, political, and economic status of Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples in personal and professional environments.

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

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

This course helps students to experience, what for many is a first time encounter, cultures that operate quite differently from their own. This introduction is enhanced by reading and interpreting literature, primary documents, maps, contemporary images and artifacts that illustrate creative approaches to living in distinctive physical and cultural environments. The intent is that student outlook on the quality of life issues will be expanded. Students are expected to be curious, ask questions and make connections between the arts and daily life.

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

This course provides students with an opportunity to carefully and systematically examine culturally understood concepts of right and wrong within a variety of African societies. Students will examine moral beliefs that have endured through the centuries as well as those that have changed due to altered circumstances including an influx of new ideas from outside of their societies and outside of the continent.

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



## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Writing	Submitter name	Estella K. Casto
		Phone	971-722-6145
		Email	kcasto@pcc.edu
Current prefix and number	WR 115	Proposed prefix and number	Same
Current course title	Introduction to Expository Writing	Proposed title (60 characters max)	Same
# Credits	4	Proposed transcript title (30 characters max)	Same
Reason for title change	<b>To update the CCOG to align it with previously revised CCOGs for WR 121 and WR 122; further, to align the CCOG with common practice in the SAC.</b>		

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces college level skills in reading critically, exploring ideas, and writing. Students compose essays which support a thesis through structure appropriate to both thesis and reader and learn to revise for clarity and correctness. Prerequisites: (Placement into WR 115 or completion of	same

WR 90 or ESOL 262) and (placement into RD 115 or completion of RD 90 or ESOL 260). 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
<ul style="list-style-type: none"> <li>• Write a 3-page thesis-controlled coherent essay.</li> <li>• Demonstrate grammatical conventions without patterns of major usage errors.</li> <li>• Practice writing as a process.</li> <li>• Employ strategies that acknowledge specific audiences and purposes.</li> <li>• Begin to explore ways to write with style.</li> <li>• Analyze college-level texts for structure and content and theme.</li> <li>• Explore unfamiliar points of view through reading and writing.</li> <li>• Use writing as a tool to begin to develop an authentic voice.</li> <li>• Interpret and apply feedback.</li> <li>• Access and use library and Internet sources.</li> <li>• Seek out and engage assistance from a variety of tutoring centers on campus.</li> <li>• Write a multi-paragraphed essay in class that is focused on a main idea, shows an understanding of sentence structure, and illustrates a sense of organization through topic sentences and paragraphs.</li> </ul>	<p>Upon completion of WR115 with a “C” or higher, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read to determine a writer’s purpose and perspective.</li> <li>2. Formulate questions to explore a variety of college-level texts.</li> <li>3. Write for a variety of purposes, audiences and contexts.</li> <li>4. Write coherent essays that develop ideas in support of a thesis.</li> <li>5. Develop the ability to paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers’ ideas with one’s own.</li> </ol>
Reason for change	To update and align the CCOG with previously revised Wr 121 and Wr 122 CCOGs; further, to align the CCOG with common practice in the SAC.



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

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

### Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

### Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes

x☐ No

Implementation term

x☐ Next available term after approval

☐ Specify term (if AFTER the next available term)

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

### Section # 2 Department Review

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

SAC Chair (type name)

Email

Date

Jeff Jaeckle, Elissa Rust

[Jeff.jaeckle@pcc.edu](mailto:Jeff.jaeckle@pcc.edu)

10/24/12

	Elissa.rust@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
David Stout	dstout@pcc.edu	10/24/12
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Portland Community College

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

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

Section #1 General Information			
Department:	English	Submitter name Phone Email	Rachel Stevens 971-1722-5230 <a href="mailto:rstevens@pcc.edu">rstevens@pcc.edu</a>
Course Prefix and Number:	ENG 238	# Credits:	4
Course Title: (60 characters max)	International Working Class Literature	Transcript Title (30 characters max)	Intl. Working Class Lit.
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input type="checkbox"/> X	X
Pass/No pass		<input type="checkbox"/> X	<input type="checkbox"/>
Audit in consultation with faculty		<input type="checkbox"/> X	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	International Working Class Literature introduces literature by and/or about the working class, primarily from an international perspective.		

Addendum to Course Description:	Prerequisite: Placement into WR 121. Recommended: Completion of ENG 104, 105 or 106.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

X ☒ Placement into: WR 121

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:  
(Use observable and measurable verbs)

1. Analyze working-class literature to recognize the differences between working-class experience in a variety of international contexts
2. Recognize that literature is produced in a variety of historical, cultural, sociological and political contexts
3. Identify differences in style and form in working-class literature that are determined by national and international class and/or caste considerations.
4. Use the tools of literary analysis—in respectful evaluations of international working-class literatures—during discussions with colleagues, peers, family members, and other groups and individuals.
5. Recognize the ways that the audience affects linguistic expectations—whether that audience be readers, instructors, peers, or individuals encountered during travel or in the workplace.

Course activities and design:  
(from CCOG)

Class meeting time consists of lecture, group discussion, small group discussion, and group or individual presentations. Meeting time may also include the following: writing; performing; viewing DVDs, online sources or videotapes; listening to performances, guest speakers, or audio recordings.

Outcomes assessment strategies:

Assessment tools will include a variety of the following:

- attendance requirements, e.g. students missing a week's worth of class may not expect an A; those missing two week's worth may not pass the course.
- informal responses to literary texts and lectures such as quizzes, study questions or journals;
- participation in small-and full- group discussion;

	<ul style="list-style-type: none"> <li>• in-class and out-of-class writing;</li> <li>• presentations or performances by individuals and groups;</li> <li>• short and long essay examinations;</li> <li>• close reading exercises using support/evidence;</li> <li>• portfolios of creative writing or visual art forms;</li> <li>• dance, theatrical or spoken-word performances;</li> <li>• academic essays that evaluate various interpretations of a text and their relative validity</li> </ul> <p>Both instructor and peer evaluation may be incorporated into the assessment process.</p>
<p>Course Content: Themes, Concepts, Issues and Skills:</p> <p><a href="#">(from CCOG)</a></p>	<p>The course will introduce and foster understanding of:</p> <ul style="list-style-type: none"> <li>• the numerous ways that class is defined in a variety of cultures</li> <li>• the differences between class identity in relatively static confines and uncertain/fluid models of culture</li> <li>• ways and reasons that working-class literature has traditionally been marginalized</li> <li>• stereotypes and generalizations of international members of working class and the response of working-class literature to such generalizations</li> <li>• the ways that working-class literature identifies intersections class with race, gender, ethnicity, citizenship, educational status, and sexual orientation</li> <li>• the necessity, when considering working-class literature, to expand traditional notions of literary genres (poetry, fiction, drama) to include forms such as letters, memoirs, oral history, songs, speeches, leaflets</li> <li>• rhetorical considerations, especially with regards to socio-historical context, intended audience and political purpose of working-class texts</li> <li>• the relationships between creativity and productivity, especially within the context of power and ownership</li> <li>• themes of power and powerlessness</li> <li>• the significance of linguistic styles in representing power relationships</li> <li>• the limitation of reading texts in English to evaluate international working-class culture</li> </ul>
Reason for the new course	<p>Students taking American Working Class Literature have expressed a strong interest in taking International Working Class Literature, a course that is already taught at Lane Community College (as ENG 258, a number that is part of the African American lit sequence at PCC). Such a course is important for humans living in an increasing international economy, and it is in line with the school's internationalization initiative.</p>

## Section #2 Transferability

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

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

2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Joan Seely Jagodnik, Ph.D., Asst. Director, Transfer & College Relations – Portland State University  Judy Dahlem, Articulation Specialist - Oregon State University  Estelle Bruner, Assistant Registrar – University of Oregon
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	(Discussion is underway with members of Economics and Anthropology regarding the possibility of a future certificate in Working-Class Studies.)	
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	I have consulted with faculty in Economics, History, Sociology and Anthropology.	

etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Faculty members at Cascade and Sylvania have expressed an interest in teaching ENG 238.
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval (Winter 2013) <input type="checkbox"/> Specify term AFTER the next available
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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
Andrew Cohen	andrew.cohen@pcc.edu
SAC Administrative Liaison (type name)	Email
David Stout	dstout@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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 63C	# Credits:	3
Course Title: (60 characters max)	Math 65 Review – 3 credits	Transcript Title (30 characters max)	Math 65 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 90
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Introductory Algebra II (Math 65). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>Choose and perform accurate algebraic computations in a variety of situations with and without a calculator.</li> <li>Solve a problem at home or in an academic or work environment by creating a algebraic expression or equation that represents the situation and find the solution to the problem using correct algebraic steps.</li> <li>Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>Creatively and confidently apply algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Assessment shall include at least two of the following measures:</p> <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra II (MTH 65)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Functions</li> <li>Graphical understanding</li> <li>Algebraic manipulation</li> <li>Number sense</li> <li>Problem solving</li> <li>Applications, formulas, and modeling</li> <li>Critical thinking</li> <li>Effective communication</li> </ol>

**SKILLS:****1.0 SYSTEMS OF LINEAR EQUATIONS IN TWO VARIABLES**

- 1.1** Solve and check systems of equations graphically and using the substitution and addition methods
- 1.2** Create and solve real-world models involving systems of linear equations in two variables
  - 1.2.1** Properly define variables; include units in variable definitions
  - 1.2.2** Apply dimensional analysis while solving problems
  - 1.2.3** State contextual conclusions using complete sentences
  - 1.2.4** Use estimation to determine reasonableness of solution

**2.0 WORKING WITH ALGEBRAIC EXPRESSIONS**

- 2.1** Apply the rules for integer exponents
- 2.2** Work in scientific notation and demonstrate understanding of the magnitude of the quantities involved
- 2.3** Add, subtract, multiply, and square polynomials
- 2.4** Divide polynomials by a monomial
- 2.5** Understand nonvariable square roots
  - 2.5.1** Simplify using the product rule of square roots
  - 2.5.2** Recognize like radical terms
  - 2.5.3** Rationalize denominators
  - 2.5.4** Estimate square roots

**3.0 FACTORING POLYNOMIALS**

- 3.1** Factor the greatest common factor from a polynomial
- 3.2** Factor a polynomial of four terms using the grouping method
- 3.3** Factor trinomials that have leading coefficients of 1
- 3.4** Factor trinomials that have leading coefficients other than 1
- 3.5** Factor differences of squares
- 3.6** Recognize and factor sums and differences of cubes

**4.0 QUADRATIC EQUATIONS IN ONE VARIABLE**

- 4.1** Solve quadratic equations using the zero product principle (factoring)
- 4.2** Solve quadratic equations using the square root property (see Section 2.5)
- 4.3** Solve quadratic equations using the quadratic formula (see Section 2.5)
- 4.4** Make choices about the appropriate method to use when solving a quadratic equation
- 4.5** Understand that the solutions satisfy the original equation by checking the solutions
- 4.6** Distinguish between a linear and a quadratic equation and be able to solve both kinds of equations when mixed up in a problem set
- 4.7** Create and solve real-world models involving quadratic equations
  - 4.7.1** Properly define variables; include units in variable definitions
  - 4.7.2** Apply dimensional analysis while solving problems
  - 4.7.3** State contextual conclusions using complete sentences
  - 4.7.4** Use estimation to determine reasonableness of solution

**5.0 QUADRATIC EQUATIONS IN TWO VARIABLES**

- 5.1** Identify a quadratic equation in two variables
- 5.2** Create a table of solutions for the equation of a quadratic function
- 5.3** Emphasize that the graph of a parabola is a visual representation of the solution set to a quadratic equation
- 5.4** Graph quadratic functions by finding the vertex and plotting additional points without using a graphing calculator
- 5.5** Algebraically find the vertex, axis of symmetry, and vertical and horizontal intercepts and graph them by hand
  - 5.5.1** The vertex as well as the vertical and horizontal intercepts should be written as ordered pairs
  - 5.5.2** The axis of symmetry should be written as an equation
- 5.6** Determine whether quadratic functions are concave up or concave down based on their equations

	<p><b>5.7</b> Create, use, and interpret quadratic models of real-world situations algebraically and graphically</p> <p><b>5.7.1</b> Evaluate the function at a particular input value and interpret its meaning</p> <p><b>5.7.2</b> Given a functional value (output), find and interpret the input</p> <p><b>5.7.3</b> Interpret the vertex using proper units</p> <p><b>5.7.4</b> Interpret the vertical intercept using proper units</p> <p><b>5.7.5</b> Interpret the horizontal intercept(s) using proper units</p> <p><b>6.0 RELATIONS AND FUNCTIONS</b></p> <p><b>6.1</b> Use the definition of a function to determine whether a given relation represents a function</p> <p><b>6.2</b> Determine the domain and range of a function given as a graph or as a table</p> <p><b>6.3</b> Apply function notation in graphical, algebraic, and tabular settings</p> <p><b>6.3.1</b> Understand the difference between the input and output</p> <p><b>6.3.2</b> Identify ordered pairs from function notation</p> <p><b>6.3.3</b> Given an input, find an output</p> <p><b>6.3.4</b> Given an output, find input(s)</p> <p><b>6.4</b> Interpret function notation in real world applications</p> <p><b>6.4.1</b> Evaluate the function at a particular input value and interpret its meaning</p> <p><b>6.4.2</b> Given a functional value (output), find and interpret the input</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own course.

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

<b>Section #3 Additional Information for new LDC courses</b>
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How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
--	---

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

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

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

#### Impact on other Programs and Departments

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
----------------------	--

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

#### Section # 4 Department Review

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

SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu

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

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 63B	# Credits:	3
Course Title: (60 characters max)	Math 60 Review – 3 credits	Transcript Title (30 characters max)	Math 60 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 90
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Introductory Algebra I (Math 60). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.</li> <li>Solve a problem at home or in an academic or work environment by creating a beginning algebraic expression or equation that represents the situation and find the solution to the problem using correct beginning algebraic steps.</li> <li>Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Assessment shall include at least two of the following measures:</p> <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra I (MTH 60)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Algebra skills</li> <li>Graphical understanding</li> <li>Problem solving</li> <li>Effective communication</li> <li>Critical thinking</li> <li>Applications, formulas, and modeling</li> <li>Functions</li> </ol>

**SKILLS:****1.0 REAL NUMBERS**

- 1.1** Review prerequisite skills – signed number and fraction arithmetic
- 1.2** Simplify arithmetic expressions using the order of operations
- 1.3** Evaluate powers with whole number exponents; emphasize order of operations with negative bases
- 1.4** Simplify arithmetic expressions involving absolute values
- 1.5** Order real numbers along a real number line
- 1.6** Identify numbers as elements of the subsets of the real numbers

**2.0 VARIABLES AND EXPRESSIONS**

- 2.1** Simplify algebraic expressions
- 2.2** Evaluate algebraic expressions
- 2.3** Recognize equivalent expressions and non-equivalent expressions
- 2.4** Distinguish between evaluating expressions, simplifying expressions and solving equations
- 2.5** Translate from words into algebraic expressions and vice versa
- 2.6** Apply the distributive, commutative, and associative properties
- 2.7** Recognize additive and multiplicative identities and inverses
- 2.8** Distinguish between factors and terms
- 2.9** Apply the product rule, product to a power rule, and power-to-a-power rule to expressions with positive integer exponents emphasizing the logic behind these rules of exponents

**3.0 GEOMETRY APPLICATIONS**

- 3.1** Evaluate formulas and apply basic dimensional analysis
- 3.2** Know and apply appropriate units for various situations; e.g. perimeter units, area units, volume units, rate units, etc
- 3.3** Memorize and apply the perimeter and area formulas for rectangles, circles, and triangles
- 3.4** Memorize and apply the volume formula for a rectangular solid and a right circular cylinder
- 3.5** Find the perimeter of any polygon
- 3.6** Evaluate other geometric formulas
- 3.7** Use estimation to determine reasonableness of solution

**4.0 LINEAR EQUATIONS AND INEQUALITIES IN ONE VARIABLE**

- 4.1** Identify linear equations and inequalities in one variable
- 4.2** Understand the definition of a solution; e.g. 2 is a solution to  $x < 5$ ; 3 is the solution to  $x + 1 = 4$
- 4.3** Distinguish between solutions and solution sets
- 4.4** Recognize equivalent equations and non-equivalent equations
- 4.5** Solve linear equations and non-compound linear inequalities symbolically
- 4.6** Express inequality solution sets graphically, with interval notation, and with set-builder notation
- 4.7** Distinguish between solutions to equations and equivalent equations (e.g. “The solution is 2.” vs. “ $x = 2$ ”)

**5.0 GENERAL APPLICATIONS**

- 5.1** Create and solve linear equations and inequalities in one variable that model real life situations (e.g. fixed cost + variable cost equals total cost)
  - 5.1.1** Properly define variables; include units in variable definitions
  - 5.1.2** Apply dimensional analysis while solving problems
  - 5.1.3** State contextual conclusions using complete sentences
  - 5.1.4** Use estimation to determine reasonableness of solution
- 5.2** Apply general percent equations ( $A = PB$ )
- 5.3** Create and solve percent increase/decrease equations
- 5.4** Create and solve ratio/proportion equations
- 5.5** Solve applications in which two values are unknown but their total is known; for example, a 50 foot board cut into two pieces of unknown length



	<p><b>6.0 LITERAL EQUATIONS AND FORMULAS</b></p> <p><b>6.1</b> Solve an equation for a specified variable in terms of other variables</p> <p><b>6.2</b> Input values into a formula and solve for the remaining variable</p> <p><b>7.0 INTRODUCTION TO TABLES AND GRAPHS</b></p> <p><b>7.1</b> Briefly review line graphs, bar graphs and pie charts</p> <p><b>7.2</b> Plot points on the Cartesian coordinate system; determine coordinates of points</p> <p><b>7.3</b> Classify points by quadrant or as points on an axis; identify the origin</p> <p><b>7.4</b> Label and scale axes on all graphs</p> <p><b>7.5</b> Interpret graphs in the context of an application</p> <p><b>7.6</b> Create a table of values from an equation</p> <p><b>7.7</b> Plot points from a table</p> <p><b>8.0 INTRODUCTION TO FUNCTION NOTATION</b></p> <p><b>8.1</b> Determine whether a given relation presented in graphical form represents a function</p> <p><b>8.2</b> Evaluate functions using function notation from a set, graph or formula</p> <p><b>8.3</b> Interpret function notation in a practical setting</p> <p><b>8.4</b> Identify ordered pairs from function notation</p> <p><b>9.0 LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>9.1</b> Identify a linear equation in two variables</p> <p><b>9.2</b> Emphasize that the graph of a line is a visual representation of the solution set to a linear equation</p> <p><b>9.3</b> Find ordered pairs that satisfy a linear equation written in standard or slope-intercept form including equations for horizontal and vertical lines; graph the line using the ordered pairs</p> <p><b>9.4</b> Find the intercepts given a linear equation; express the intercepts as ordered pairs</p> <p><b>9.5</b> Graph the line using intercepts and check with a third point</p> <p><b>9.6</b> Find the slope of a line from a graph and from two points</p> <p><b>9.7</b> Given the graph of a line identify the slope as positive, negative, zero, or undefined. Given two non-vertical lines, identify the line with greater slope</p> <p><b>9.8</b> Graph a line with a known point and slope</p> <p><b>9.9</b> Manipulate a linear equation into slope-intercept form; identify the slope and the vertical-intercept given a linear equation and graph the line using the slope and vertical-intercept and check with a third point</p> <p><b>9.10</b> Recognize equations of horizontal and vertical lines and identify their slopes as zero or undefined</p> <p><b>9.11</b> Given the equation of two lines, classify them as parallel, perpendicular, or neither</p> <p><b>9.12</b> Find the equation of a line using slope-intercept form</p> <p><b>9.13</b> Find the equation of a line using point-slope form</p> <p><b>10.0 APPLICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>10.1</b> Interpret intercepts and other points in the context of an application</p> <p><b>10.2</b> Write and interpret a slope as a rate of change</p> <p><b>10.3</b> Create and graph a linear model based on data and make predictions based upon the model</p> <p><b>10.4</b> Create tables and graphs that fully communicate the context of an application problem</p> <p><b>11.0 LINEAR INEQUALITIES IN TWO VARIABLES</b></p> <p><b>11.1</b> Identify a linear inequality in two variables</p> <p><b>11.2</b> Graph the solution set to a linear inequality in two variables</p> <p><b>11.3</b> Model application problems using an inequality in two variables</p>
	<p>Reason for the new course</p> <p>There were at least three courses hidden in one course that students would repeat. Now each will be their own course.</p>

## Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept



our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or	No.
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agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 63A	# Credits:	3
Course Title: (60 characters max)	Math 20 Review – 3 credits	Transcript Title (30 characters max)	Math 20 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 90
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Basic Math (Math 20). Requires a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>Choose and perform accurate basic computations in a variety of situations with and without a calculator.</li> <li>Solve a problem at home or in an academic or work environment by creating a basic mathematical expression or equation that represents the situation and find the solution to the problem using correct basic mathematical steps.</li> <li>Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions.</li> <li>Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Basic Math (MTH 20)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Mathematical vocabulary</li> <li>Number sense</li> <li>Computational proficiency</li> <li>Critical thinking</li> <li>Appropriate use of technology</li> <li>Team work</li> </ol> <p><b>SKILLS:</b></p> <p><b>1.0 ORDER OF OPERATIONS</b></p>

	<ul style="list-style-type: none"> <li><b>1.1</b> Vocabulary (Define and use) <ul style="list-style-type: none"> <li><b>1.1.1</b> Grouping symbols</li> <li><b>1.1.2</b> Exponents</li> <li><b>1.1.3</b> Square roots (perfect squares)</li> </ul> </li> </ul>
<b>2.0</b>	<b>SIGNED NUMBERS</b>
	<ul style="list-style-type: none"> <li><b>2.1</b> Vocabulary (Define and use) <ul style="list-style-type: none"> <li><b>2.1.1</b> Absolute value</li> <li><b>2.1.2</b> Opposite vs. negative vs. minus (subtract)</li> </ul> </li> <li><b>2.2</b> Number sense <ul style="list-style-type: none"> <li><b>2.2.1</b> Compare signed numbers using inequality and equality notations</li> <li><b>2.2.2</b> Place signed numbers on a number line</li> </ul> </li> <li><b>2.3</b> Computation <ul style="list-style-type: none"> <li><b>2.3.1</b> Add, subtract, multiply, and divide signed numbers</li> <li><b>2.3.2</b> Simplify signed numbers to exponents</li> </ul> </li> <li><b>2.4</b> Order of operations with signed numbers</li> <li><b>2.5</b> Applications with signed numbers</li> </ul>
<b>3.0</b>	<b>FRACTIONS</b>
	<ul style="list-style-type: none"> <li><b>3.1</b> Vocabulary (Define and use) <ul style="list-style-type: none"> <li><b>3.1.1</b> Proper fractions, improper fractions, mixed numbers</li> <li><b>3.1.2</b> Reciprocal</li> <li><b>3.1.3</b> Prime number</li> <li><b>3.1.4</b> Composite number</li> <li><b>3.1.5</b> Divisibility Rules 2, 3, 5, 9, and 10</li> </ul> </li> <li><b>3.2</b> Number Sense <ul style="list-style-type: none"> <li><b>3.2.1</b> Compare fractions using inequality and equality notations</li> <li><b>3.2.2</b> Place signed fractions on a number line</li> </ul> </li> <li><b>3.3</b> Computation <ul style="list-style-type: none"> <li><b>3.3.1</b> Add, subtract, multiply, and divide signed fractions</li> </ul> </li> <li><b>3.4</b> Order of operations with fractions</li> <li><b>3.5</b> Applications involving fractions <ul style="list-style-type: none"> <li><b>3.5.1</b> Write answers to application problems as complete sentences and using proper units</li> <li><b>3.5.2</b> Ratios and rates</li> </ul> </li> </ul>
<b>4.0</b>	<b>DECIMALS</b>
	<ul style="list-style-type: none"> <li><b>4.1</b> Vocabulary (Define and use) <ul style="list-style-type: none"> <li><b>4.1.1</b> Place values</li> <li><b>4.1.2</b> Powers of ten</li> <li><b>4.1.3</b> Terminating, repeating and non-terminating</li> </ul> </li> <li><b>4.2</b> Number sense <ul style="list-style-type: none"> <li><b>4.2.1</b> Compare decimals using inequality and equality notations</li> <li><b>4.2.2</b> Place signed decimals on a number line</li> <li><b>4.2.3</b> Rounding decimals</li> </ul> </li> <li><b>4.3</b> Computation <ul style="list-style-type: none"> <li><b>4.3.1</b> Add, subtract, multiply, and divide signed decimals</li> <li><b>4.3.2</b> Convert between fractions and decimals</li> </ul> </li> <li><b>4.4</b> Order of operations with decimals <ul style="list-style-type: none"> <li><b>4.4.1</b> Round at the end of the calculation</li> </ul> </li> <li><b>4.5</b> Applications <ul style="list-style-type: none"> <li><b>4.5.1</b> Write answers to application problems as complete sentences and using proper units</li> <li><b>4.5.2</b> Rates and ratios</li> <li><b>4.5.3</b> Unit rate and unit price</li> </ul> </li> </ul>
<b>5.0</b>	<b>PROPORTION AND PERCENT</b>
	<ul style="list-style-type: none"> <li><b>5.1</b> Vocabulary <ul style="list-style-type: none"> <li><b>5.1.1</b> Proportion</li> </ul> </li> </ul>

	<p><b>5.1.2</b> Percent</p> <p><b>5.2</b> Number sense</p> <p><b>5.2.1</b> Convert between fractions, decimals, and percents</p> <p><b>5.3</b> Computation</p> <p><b>5.3.1</b> Solve proportion problems for missing value</p> <p><b>5.3.2</b> Solve percent problems</p> <p><b>5.4</b> Applications</p> <p><b>5.4.1</b> Write answers to application problems as complete sentences and using proper units</p> <p><b>5.4.2</b> Identify and solve problems that involve reasoning about proportions</p> <p><b>5.4.3</b> Solving percent increase and percent decrease problems</p> <p><b>5.5</b> Technology</p> <p><b>6.0 GRAPHS</b></p> <p><b>6.1</b> Introduce, read and interpret graphs</p> <p><b>7.0 FORMULAS AND CONVERSIONS</b></p> <p><b>7.1</b> Perimeter and area of rectangles, squares and triangles</p> <p><b>7.2</b> Computing mean, median, and mode</p> <p><b>7.3</b> Introduce unit conversions within each measurement system</p> <p><b>7.4</b> Money, \$0.35 vs. 35¢ (students often write 0.35¢)</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 62C	# Credits:	2
Course Title: (60 characters max)	Math 65 Review – 2 credits	Transcript Title (30 characters max)	Math 65 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 60
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Introductory Algebra II (Math 65). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>Choose and perform accurate algebraic computations in a variety of situations with and without a calculator.</li> <li>Solve a problem at home or in an academic or work environment by creating a algebraic expression or equation that represents the situation and find the solution to the problem using correct algebraic steps.</li> <li>Creatively and confidently apply algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra II (MTH 65)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Functions</li> <li>Graphical understanding</li> <li>Algebraic manipulation</li> <li>Number sense</li> <li>Problem solving</li> <li>Applications, formulas, and modeling</li> <li>Critical thinking</li> <li>Effective communication</li> </ol> <p><b>SKILLS:</b></p>

	<p><b>1.0 SYSTEMS OF LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>1.1</b> Solve and check systems of equations graphically and using the substitution and addition methods</p> <p><b>1.2</b> Create and solve real-world models involving systems of linear equations in two variables</p> <p><b>1.2.1</b> Properly define variables; include units in variable definitions</p> <p><b>1.2.2</b> Apply dimensional analysis while solving problems</p> <p><b>1.2.3</b> State contextual conclusions using complete sentences</p> <p><b>1.2.4</b> Use estimation to determine reasonableness of solution</p> <p><b>2.0 WORKING WITH ALGEBRAIC EXPRESSIONS</b></p> <p><b>2.1</b> Apply the rules for integer exponents</p> <p><b>2.2</b> Work in scientific notation and demonstrate understanding of the magnitude of the quantities involved</p> <p><b>2.3</b> Add, subtract, multiply, and square polynomials</p> <p><b>2.4</b> Divide polynomials by a monomial</p> <p><b>2.5</b> Understand nonvariable square roots</p> <p><b>2.5.1</b> Simplify using the product rule of square roots</p> <p><b>2.5.2</b> Recognize like radical terms</p> <p><b>2.5.3</b> Rationalize denominators</p> <p><b>2.5.4</b> Estimate square roots</p> <p><b>3.0 FACTORING POLYNOMIALS</b></p> <p><b>3.1</b> Factor the greatest common factor from a polynomial</p> <p><b>3.2</b> Factor a polynomial of four terms using the grouping method</p> <p><b>3.3</b> Factor trinomials that have leading coefficients of 1</p> <p><b>3.4</b> Factor trinomials that have leading coefficients other than 1</p> <p><b>3.5</b> Factor differences of squares</p> <p><b>3.6</b> Recognize and factor sums and differences of cubes</p> <p><b>4.0 QUADRATIC EQUATIONS IN ONE VARIABLE</b></p> <p><b>4.1</b> Solve quadratic equations using the zero product principle (factoring)</p> <p><b>4.2</b> Solve quadratic equations using the square root property (see Section 2.5)</p> <p><b>4.3</b> Solve quadratic equations using the quadratic formula (see Section 2.5)</p> <p><b>4.4</b> Make choices about the appropriate method to use when solving a quadratic equation</p> <p><b>4.5</b> Understand that the solutions satisfy the original equation by checking the solutions</p> <p><b>4.6</b> Distinguish between a linear and a quadratic equation and be able to solve both kinds of equations when mixed up in a problem set</p> <p><b>4.7</b> Create and solve real-world models involving quadratic equations</p> <p><b>4.7.1</b> Properly define variables; include units in variable definitions</p> <p><b>4.7.2</b> Apply dimensional analysis while solving problems</p> <p><b>4.7.3</b> State contextual conclusions using complete sentences</p> <p><b>4.7.4</b> Use estimation to determine reasonableness of solution</p> <p><b>5.0 QUADRATIC EQUATIONS IN TWO VARIABLES</b></p> <p><b>5.1</b> Identify a quadratic equation in two variables</p> <p><b>5.2</b> Create a table of solutions for the equation of a quadratic function</p> <p><b>5.3</b> Emphasize that the graph of a parabola is a visual representation of the solution set to a quadratic equation</p> <p><b>5.4</b> Graph quadratic functions by finding the vertex and plotting additional points without using a graphing calculator</p> <p><b>5.5</b> Algebraically find the vertex, axis of symmetry, and vertical and horizontal intercepts and graph them by hand</p> <p><b>5.5.1</b> The vertex as well as the vertical and horizontal intercepts should be written as ordered pairs</p> <p><b>5.5.2</b> The axis of symmetry should be written as an equation</p> <p><b>5.6</b> Determine whether quadratic functions are concave up or concave down based on their equations</p> <p><b>5.7</b> Create, use, and interpret quadratic models of real-world situations algebraically and</p>
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	graphically <b>5.7.1</b> Evaluate the function at a particular input value and interpret its meaning <b>5.7.2</b> Given a functional value (output), find and interpret the input <b>5.7.3</b> Interpret the vertex using proper units <b>5.7.4</b> Interpret the vertical intercept using proper units <b>5.7.5</b> Interpret the horizontal intercept(s) using proper units  <b>6.0 RELATIONS AND FUNCTIONS</b> <b>6.1</b> Use the definition of a function to determine whether a given relation represents a function <b>6.2</b> Determine the domain and range of a function given as a graph or as a table <b>6.3</b> Apply function notation in graphical, algebraic, and tabular settings <b>6.3.1</b> Understand the difference between the input and output <b>6.3.2</b> Identify ordered pairs from function notation <b>6.3.3</b> Given an input, find an output <b>6.3.4</b> Given an output, find input(s) <b>6.4</b> Interpret function notation in real world applications <b>6.4.1</b> Evaluate the function at a particular input value and interpret its meaning <b>6.4.2</b> Given a functional value (output), find and interpret the input
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
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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.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 62B	# Credits:	2
Course Title: (60 characters max)	Math 60 Review – 2 credits	Transcript Title (30 characters max)	Math 60 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 60
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input type="checkbox"/>	<input type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit in consultation with faculty		<input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Introductory Algebra I (Math 60). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.</li> <li>Solve a problem at home or in an academic or work environment by creating a beginning algebraic expression or equation that represents the situation and find the solution to the problem using correct beginning algebraic steps.</li> <li>Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra I (MTH 60)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Algebra skills</li> <li>Graphical understanding</li> <li>Problem solving</li> <li>Effective communication</li> <li>Critical thinking</li> <li>Applications, formulas, and modeling</li> <li>Functions</li> </ol> <p><b>SKILLS:</b></p>

	<b>1.0 REAL NUMBERS</b>
	<b>1.1</b> Review prerequisite skills – signed number and fraction arithmetic
	<b>1.2</b> Simplify arithmetic expressions using the order of operations
	<b>1.3</b> Evaluate powers with whole number exponents; emphasize order of operations with negative bases
	<b>1.4</b> Simplify arithmetic expressions involving absolute values
	<b>1.5</b> Order real numbers along a real number line
	<b>1.6</b> Identify numbers as elements of the subsets of the real numbers
	<b>2.0 VARIABLES AND EXPRESSIONS</b>
	<b>2.1</b> Simplify algebraic expressions
	<b>2.2</b> Evaluate algebraic expressions
	<b>2.3</b> Recognize equivalent expressions and non-equivalent expressions
	<b>2.4</b> Distinguish between evaluating expressions, simplifying expressions and solving equations
	<b>2.5</b> Translate from words into algebraic expressions and vice versa
	<b>2.6</b> Apply the distributive, commutative, and associative properties
	<b>2.7</b> Recognize additive and multiplicative identities and inverses
	<b>2.8</b> Distinguish between factors and terms
	<b>2.9</b> Apply the product rule, product to a power rule, and power-to-a-power rule to expressions with positive integer exponents emphasizing the logic behind these rules of exponents
	<b>3.0 GEOMETRY APPLICATIONS</b>
	<b>3.1</b> Evaluate formulas and apply basic dimensional analysis
	<b>3.2</b> Know and apply appropriate units for various situations; e.g. perimeter units, area units, volume units, rate units, etc
	<b>3.3</b> Memorize and apply the perimeter and area formulas for rectangles, circles, and triangles
	<b>3.4</b> Memorize and apply the volume formula for a rectangular solid and a right circular cylinder
	<b>3.5</b> Find the perimeter of any polygon
	<b>3.6</b> Evaluate other geometric formulas
	<b>3.7</b> Use estimation to determine reasonableness of solution
	<b>4.0 LINEAR EQUATIONS AND INEQUALITIES IN ONE VARIABLE</b>
	<b>4.1</b> Identify linear equations and inequalities in one variable
	<b>4.2</b> Understand the definition of a solution; e.g. 2 is a solution to $x < 5$ ; 3 is the solution to $x + 1 = 4$
	<b>4.3</b> Distinguish between solutions and solution sets
	<b>4.4</b> Recognize equivalent equations and non-equivalent equations
	<b>4.5</b> Solve linear equations and non-compound linear inequalities symbolically
	<b>4.6</b> Express inequality solution sets graphically, with interval notation, and with set-builder notation
	<b>4.7</b> Distinguish between solutions to equations and equivalent equations (e.g. “The solution is 2.” vs. “ $x = 2$ ”)
	<b>5.0 GENERAL APPLICATIONS</b>
	<b>5.1</b> Create and solve linear equations and inequalities in one variable that model real life situations (e.g. fixed cost + variable cost equals total cost)
	<b>5.1.1</b> Properly define variables; include units in variable definitions
	<b>5.1.2</b> Apply dimensional analysis while solving problems
	<b>5.1.3</b> State contextual conclusions using complete sentences
	<b>5.1.4</b> Use estimation to determine reasonableness of solution
	<b>5.2</b> Apply general percent equations ( $A = PB$ )
	<b>5.3</b> Create and solve percent increase/decrease equations
	<b>5.4</b> Create and solve ratio/proportion equations
	<b>5.5</b> Solve applications in which two values are unknown but their total is known; for example, a 50 foot board cut into two pieces of unknown length
	<b>6.0 LITERAL EQUATIONS AND FORMULAS</b>



	<p><b>6.1</b> Solve an equation for a specified variable in terms of other variables</p> <p><b>6.2</b> Input values into a formula and solve for the remaining variable</p>
	<p><b>7.0 INTRODUCTION TO TABLES AND GRAPHS</b></p> <p><b>7.1</b> Briefly review line graphs, bar graphs and pie charts</p> <p><b>7.2</b> Plot points on the Cartesian coordinate system; determine coordinates of points</p> <p><b>7.3</b> Classify points by quadrant or as points on an axis; identify the origin</p> <p><b>7.4</b> Label and scale axes on all graphs</p> <p><b>7.5</b> Interpret graphs in the context of an application</p> <p><b>7.6</b> Create a table of values from an equation</p> <p><b>7.7</b> Plot points from a table</p>
	<p><b>8.0 INTRODUCTION TO FUNCTION NOTATION</b></p> <p><b>8.1</b> Determine whether a given relation presented in graphical form represents a function</p> <p><b>8.2</b> Evaluate functions using function notation from a set, graph or formula</p> <p><b>8.3</b> Interpret function notation in a practical setting</p> <p><b>8.4</b> Identify ordered pairs from function notation</p>
	<p><b>9.0 LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>9.1</b> Identify a linear equation in two variables</p> <p><b>9.2</b> Emphasize that the graph of a line is a visual representation of the solution set to a linear equation</p> <p><b>9.3</b> Find ordered pairs that satisfy a linear equation written in standard or slope-intercept form including equations for horizontal and vertical lines; graph the line using the ordered pairs</p> <p><b>9.4</b> Find the intercepts given a linear equation; express the intercepts as ordered pairs</p> <p><b>9.5</b> Graph the line using intercepts and check with a third point</p> <p><b>9.6</b> Find the slope of a line from a graph and from two points</p> <p><b>9.7</b> Given the graph of a line identify the slope as positive, negative, zero, or undefined. Given two non-vertical lines, identify the line with greater slope</p> <p><b>9.8</b> Graph a line with a known point and slope</p> <p><b>9.9</b> Manipulate a linear equation into slope-intercept form; identify the slope and the vertical-intercept given a linear equation and graph the line using the slope and vertical-intercept and check with a third point</p> <p><b>9.10</b> Recognize equations of horizontal and vertical lines and identify their slopes as zero or undefined</p> <p><b>9.11</b> Given the equation of two lines, classify them as parallel, perpendicular, or neither</p> <p><b>9.12</b> Find the equation of a line using slope-intercept form</p> <p><b>9.13</b> Find the equation of a line using point-slope form</p>
	<p><b>10.0 APPLICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>10.1</b> Interpret intercepts and other points in the context of an application</p> <p><b>10.2</b> Write and interpret a slope as a rate of change</p> <p><b>10.3</b> Create and graph a linear model based on data and make predictions based upon the model</p> <p><b>10.4</b> Create tables and graphs that fully communicate the context of an application problem</p>
	<p><b>11.0 LINEAR INEQUALITIES IN TWO VARIABLES</b></p> <p><b>11.1</b> Identify a linear inequality in two variables</p> <p><b>11.2</b> Graph the solution set to a linear inequality in two variables</p> <p><b>11.3</b> Model application problems using an inequality in two variables</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been	No.
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reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 62A	# Credits:	2
Course Title: (60 characters max)	Math 20 Review – 2 credits	Transcript Title (30 characters max)	Math 20 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 60
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Basic Math (Math 20). Requires a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>Choose and perform accurate basic computations in a variety of situations with and without a calculator.</li> <li>Solve a problem at home or in an academic or work environment by creating a basic mathematical expression or equation that represents the situation and find the solution to the problem using correct basic mathematical steps.</li> <li>Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	<p>Assessment shall include at least two of the following measures:</p> <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Basic Math (MTH 20)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Mathematical vocabulary</li> <li>Number sense</li> <li>Computational proficiency</li> <li>Critical thinking</li> <li>Appropriate use of technology</li> <li>Team work</li> </ol> <p><b>SKILLS:</b></p> <p><b>1.0 ORDER OF OPERATIONS</b></p> <p><b>1.1 Vocabulary (Define and use)</b></p>

		<b>1.1.1</b>	Grouping symbols
		<b>1.1.2</b>	Exponents
		<b>1.1.3</b>	Square roots (perfect squares)
	<b>2.0</b>		<b>SIGNED NUMBERS</b>
	<b>2.1</b>		Vocabulary (Define and use)
		<b>2.1.1</b>	Absolute value
		<b>2.1.2</b>	Opposite vs. negative vs. minus (subtract)
	<b>2.2</b>		Number sense
		<b>2.2.1</b>	Compare signed numbers using inequality and equality notations
		<b>2.2.2</b>	Place signed numbers on a number line
	<b>2.3</b>		Computation
		<b>2.3.1</b>	Add, subtract, multiply, and divide signed numbers
		<b>2.3.2</b>	Simplify signed numbers to exponents
	<b>2.4</b>		Order of operations with signed numbers
	<b>2.5</b>		Applications with signed numbers
	<b>3.0</b>		<b>FRACTIONS</b>
	<b>3.1</b>		Vocabulary (Define and use)
		<b>3.1.1</b>	Proper fractions, improper fractions, mixed numbers
		<b>3.1.2</b>	Reciprocal
		<b>3.1.3</b>	Prime number
		<b>3.1.4</b>	Composite number
		<b>3.1.5</b>	Divisibility Rules 2, 3, 5, 9, and 10
	<b>3.2</b>		Number Sense
		<b>3.2.1</b>	Compare fractions using inequality and equality notations
		<b>3.2.2</b>	Place signed fractions on a number line
	<b>3.3</b>		Computation
		<b>3.3.1</b>	Add, subtract, multiply, and divide signed fractions
	<b>3.4</b>		Order of operations with fractions
	<b>3.5</b>		Applications involving fractions
		<b>3.5.1</b>	Write answers to application problems as complete sentences and using proper units
		<b>3.5.2</b>	Ratios and rates
	<b>4.0</b>		<b>DECIMALS</b>
	<b>4.1</b>		Vocabulary (Define and use)
		<b>4.1.1</b>	Place values
		<b>4.1.2</b>	Powers of ten
		<b>4.1.3</b>	Terminating, repeating and non-terminating
	<b>4.2</b>		Number sense
		<b>4.2.1</b>	Compare decimals using inequality and equality notations
		<b>4.2.2</b>	Place signed decimals on a number line
		<b>4.2.3</b>	Rounding decimals
	<b>4.3</b>		Computation
		<b>4.3.1</b>	Add, subtract, multiply, and divide signed decimals
		<b>4.3.2</b>	Convert between fractions and decimals
	<b>4.4</b>		Order of operations with decimals
		<b>4.4.1</b>	Round at the end of the calculation
	<b>4.5</b>		Applications
		<b>4.5.1</b>	Write answers to application problems as complete sentences and using proper units
		<b>4.5.2</b>	Rates and ratios
		<b>4.5.3</b>	Unit rate and unit price
	<b>5.0</b>		<b>PROPORTION AND PERCENT</b>
	<b>5.1</b>		Vocabulary
		<b>5.1.1</b>	Proportion
		<b>5.1.2</b>	Percent

	<p><b>5.2</b> Number sense</p> <p><b>5.2.1</b> Convert between fractions, decimals, and percents</p> <p><b>5.3</b> Computation</p> <p><b>5.3.1</b> Solve proportion problems for missing value</p> <p><b>5.3.2</b> Solve percent problems</p> <p><b>5.4</b> Applications</p> <p><b>5.4.1</b> Write answers to application problems as complete sentences and using proper units</p> <p><b>5.4.2</b> Identify and solve problems that involve reasoning about proportions</p> <p><b>5.4.3</b> Solving percent increase and percent decrease problems</p> <p><b>5.5</b> Technology</p> <p><b>6.0</b> <b>GRAPHS</b></p> <p><b>6.1</b> Introduce, read and interpret graphs</p> <p><b>7.0</b> <b>FORMULAS AND CONVERSIONS</b></p> <p><b>7.1</b> Perimeter and area of rectangles, squares and triangles</p> <p><b>7.2</b> Computing mean, median, and mode</p> <p><b>7.3</b> Introduce unit conversions within each measurement system</p> <p><b>7.4</b> Money, \$0.35 vs. 35¢ (students often write 0.35¢)</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 61C	# Credits:	1
Course Title: (60 characters max)	Math 65 Review – 1 credit	Transcript Title (30 characters max)	Math 65 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Introductory Algebra II (Math 65). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>Choose and perform accurate algebraic computations in a variety of situations with and without a calculator.</li> <li>Creatively and confidently apply algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra II (MTH 65)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Functions</li> <li>Graphical understanding</li> <li>Algebraic manipulation</li> <li>Number sense</li> <li>Problem solving</li> <li>Applications, formulas, and modeling</li> <li>Critical thinking</li> <li>Effective communication</li> </ol> <p><b>SKILLS:</b></p>

	<b>1.0</b>	<b>SYSTEMS OF LINEAR EQUATIONS IN TWO VARIABLES</b>
	<b>1.1</b>	Solve and check systems of equations graphically and using the substitution and addition methods
	<b>1.2</b>	Create and solve real-world models involving systems of linear equations in two variables
	<b>1.2.1</b>	Properly define variables; include units in variable definitions
	<b>1.2.2</b>	Apply dimensional analysis while solving problems
	<b>1.2.3</b>	State contextual conclusions using complete sentences
	<b>1.2.4</b>	Use estimation to determine reasonableness of solution
	<b>2.0</b>	<b>WORKING WITH ALGEBRAIC EXPRESSIONS</b>
	<b>2.1</b>	Apply the rules for integer exponents
	<b>2.2</b>	Work in scientific notation and demonstrate understanding of the magnitude of the quantities involved
	<b>2.3</b>	Add, subtract, multiply, and square polynomials
	<b>2.4</b>	Divide polynomials by a monomial
	<b>2.5</b>	Understand nonvariable square roots
	<b>2.5.1</b>	Simplify using the product rule of square roots
	<b>2.5.2</b>	Recognize like radical terms
	<b>2.5.3</b>	Rationalize denominators
	<b>2.5.4</b>	Estimate square roots
	<b>3.0</b>	<b>FACTORING POLYNOMIALS</b>
	<b>3.1</b>	Factor the greatest common factor from a polynomial
	<b>3.2</b>	Factor a polynomial of four terms using the grouping method
	<b>3.3</b>	Factor trinomials that have leading coefficients of 1
	<b>3.4</b>	Factor trinomials that have leading coefficients other than 1
	<b>3.5</b>	Factor differences of squares
	<b>3.6</b>	Recognize and factor sums and differences of cubes
	<b>4.0</b>	<b>QUADRATIC EQUATIONS IN ONE VARIABLE</b>
	<b>4.1</b>	Solve quadratic equations using the zero product principle (factoring)
	<b>4.2</b>	Solve quadratic equations using the square root property (see Section 2.5)
	<b>4.3</b>	Solve quadratic equations using the quadratic formula (see Section 2.5)
	<b>4.4</b>	Make choices about the appropriate method to use when solving a quadratic equation
	<b>4.5</b>	Understand that the solutions satisfy the original equation by checking the solutions
	<b>4.6</b>	Distinguish between a linear and a quadratic equation and be able to solve both kinds of equations when mixed up in a problem set
	<b>4.7</b>	Create and solve real-world models involving quadratic equations
	<b>4.7.1</b>	Properly define variables; include units in variable definitions
	<b>4.7.2</b>	Apply dimensional analysis while solving problems
	<b>4.7.3</b>	State contextual conclusions using complete sentences
	<b>4.7.4</b>	Use estimation to determine reasonableness of solution
	<b>5.0</b>	<b>QUADRATIC EQUATIONS IN TWO VARIABLES</b>
	<b>5.1</b>	Identify a quadratic equation in two variables
	<b>5.2</b>	Create a table of solutions for the equation of a quadratic function
	<b>5.3</b>	Emphasize that the graph of a parabola is a visual representation of the solution set to a quadratic equation
	<b>5.4</b>	Graph quadratic functions by finding the vertex and plotting additional points without using a graphing calculator
	<b>5.5</b>	Algebraically find the vertex, axis of symmetry, and vertical and horizontal intercepts and graph them by hand
	<b>5.5.1</b>	The vertex as well as the vertical and horizontal intercepts should be written as ordered pairs
	<b>5.5.2</b>	The axis of symmetry should be written as an equation
	<b>5.6</b>	Determine whether quadratic functions are concave up or concave down based on their equations
	<b>5.7</b>	Create, use, and interpret quadratic models of real-world situations algebraically and graphically

	<p><b>5.7.1</b> Evaluate the function at a particular input value and interpret its meaning</p> <p><b>5.7.2</b> Given a functional value (output), find and interpret the input</p> <p><b>5.7.3</b> Interpret the vertex using proper units</p> <p><b>5.7.4</b> Interpret the vertical intercept using proper units</p> <p><b>5.7.5</b> Interpret the horizontal intercept(s) using proper units</p> <p><b>6.0 RELATIONS AND FUNCTIONS</b></p> <p><b>6.1</b> Use the definition of a function to determine whether a given relation represents a function</p> <p><b>6.2</b> Determine the domain and range of a function given as a graph or as a table</p> <p><b>6.3</b> Apply function notation in graphical, algebraic, and tabular settings</p> <p><b>6.3.1</b> Understand the difference between the input and output</p> <p><b>6.3.2</b> Identify ordered pairs from function notation</p> <p><b>6.3.3</b> Given an input, find an output</p> <p><b>6.3.4</b> Given an output, find input(s)</p> <p><b>6.4</b> Interpret function notation in real world applications</p> <p><b>6.4.1</b> Evaluate the function at a particular input value and interpret its meaning</p> <p><b>6.4.2</b> Given a functional value (output), find and interpret the input</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 61B	# Credits:	1
Course Title: (60 characters max)	Math 60 Review – 1 credit	Transcript Title (30 characters max)	Math 60 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Introductory Algebra I (Math 60). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator.</li> <li>Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra I (MTH 60)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Algebra skills</li> <li>Graphical understanding</li> <li>Problem solving</li> <li>Effective communication</li> <li>Critical thinking</li> <li>Applications, formulas, and modeling</li> <li>Functions</li> </ol> <p><b>SKILLS:</b></p>

	<b>1.0</b>	<b>REAL NUMBERS</b>
	<b>1.1</b>	Review prerequisite skills – signed number and fraction arithmetic
	<b>1.2</b>	Simplify arithmetic expressions using the order of operations
	<b>1.3</b>	Evaluate powers with whole number exponents; emphasize order of operations with negative bases
	<b>1.4</b>	Simplify arithmetic expressions involving absolute values
	<b>1.5</b>	Order real numbers along a real number line
	<b>1.6</b>	Identify numbers as elements of the subsets of the real numbers
	<b>2.0</b>	<b>VARIABLES AND EXPRESSIONS</b>
	<b>2.1</b>	Simplify algebraic expressions
	<b>2.2</b>	Evaluate algebraic expressions
	<b>2.3</b>	Recognize equivalent expressions and non-equivalent expressions
	<b>2.4</b>	Distinguish between evaluating expressions, simplifying expressions and solving equations
	<b>2.5</b>	Translate from words into algebraic expressions and vice versa
	<b>2.6</b>	Apply the distributive, commutative, and associative properties
	<b>2.7</b>	Recognize additive and multiplicative identities and inverses
	<b>2.8</b>	Distinguish between factors and terms
	<b>2.9</b>	Apply the product rule, product to a power rule, and power-to-a-power rule to expressions with positive integer exponents emphasizing the logic behind these rules of exponents
	<b>3.0</b>	<b>GEOMETRY APPLICATIONS</b>
	<b>3.1</b>	Evaluate formulas and apply basic dimensional analysis
	<b>3.2</b>	Know and apply appropriate units for various situations; e.g. perimeter units, area units, volume units, rate units, etc
	<b>3.3</b>	Memorize and apply the perimeter and area formulas for rectangles, circles, and triangles
	<b>3.4</b>	Memorize and apply the volume formula for a rectangular solid and a right circular cylinder
	<b>3.5</b>	Find the perimeter of any polygon
	<b>3.6</b>	Evaluate other geometric formulas
	<b>3.7</b>	Use estimation to determine reasonableness of solution
	<b>4.0</b>	<b>LINEAR EQUATIONS AND INEQUALITIES IN ONE VARIABLE</b>
	<b>4.1</b>	Identify linear equations and inequalities in one variable
	<b>4.2</b>	Understand the definition of a solution; e.g. 2 is a solution to $x < 5$ ; 3 is the solution to $x + 1 = 4$
	<b>4.3</b>	Distinguish between solutions and solution sets
	<b>4.4</b>	Recognize equivalent equations and non-equivalent equations
	<b>4.5</b>	Solve linear equations and non-compound linear inequalities symbolically
	<b>4.6</b>	Express inequality solution sets graphically, with interval notation, and with set-builder notation
	<b>4.7</b>	Distinguish between solutions to equations and equivalent equations (e.g. “The solution is 2.” vs. “ $x = 2$ ”)
	<b>5.0</b>	<b>GENERAL APPLICATIONS</b>
	<b>5.1</b>	Create and solve linear equations and inequalities in one variable that model real life situations (e.g. fixed cost + variable cost equals total cost)
	<b>5.1.1</b>	Properly define variables; include units in variable definitions
	<b>5.1.2</b>	Apply dimensional analysis while solving problems
	<b>5.1.3</b>	State contextual conclusions using complete sentences
	<b>5.1.4</b>	Use estimation to determine reasonableness of solution
	<b>5.2</b>	Apply general percent equations ( $A = PB$ )
	<b>5.3</b>	Create and solve percent increase/decrease equations
	<b>5.4</b>	Create and solve ratio/proportion equations
	<b>5.5</b>	Solve applications in which two values are unknown but their total is known; for example, a 50 foot board cut into two pieces of unknown length
	<b>6.0</b>	<b>LITERAL EQUATIONS AND FORMULAS</b>
	<b>6.1</b>	Solve an equation for a specified variable in terms of other variables



	<p><b>6.2</b> Input values into a formula and solve for the remaining variable</p> <p><b>7.0 INTRODUCTION TO TABLES AND GRAPHS</b></p> <p><b>7.1</b> Briefly review line graphs, bar graphs and pie charts</p> <p><b>7.2</b> Plot points on the Cartesian coordinate system; determine coordinates of points</p> <p><b>7.3</b> Classify points by quadrant or as points on an axis; identify the origin</p> <p><b>7.4</b> Label and scale axes on all graphs</p> <p><b>7.5</b> Interpret graphs in the context of an application</p> <p><b>7.6</b> Create a table of values from an equation</p> <p><b>7.7</b> Plot points from a table</p> <p><b>8.0 INTRODUCTION TO FUNCTION NOTATION</b></p> <p><b>8.1</b> Determine whether a given relation presented in graphical form represents a function</p> <p><b>8.2</b> Evaluate functions using function notation from a set, graph or formula</p> <p><b>8.3</b> Interpret function notation in a practical setting</p> <p><b>8.4</b> Identify ordered pairs from function notation</p> <p><b>9.0 LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>9.1</b> Identify a linear equation in two variables</p> <p><b>9.2</b> Emphasize that the graph of a line is a visual representation of the solution set to a linear equation</p> <p><b>9.3</b> Find ordered pairs that satisfy a linear equation written in standard or slope-intercept form including equations for horizontal and vertical lines; graph the line using the ordered pairs</p> <p><b>9.4</b> Find the intercepts given a linear equation; express the intercepts as ordered pairs</p> <p><b>9.5</b> Graph the line using intercepts and check with a third point</p> <p><b>9.6</b> Find the slope of a line from a graph and from two points</p> <p><b>9.7</b> Given the graph of a line identify the slope as positive, negative, zero, or undefined. Given two non-vertical lines, identify the line with greater slope</p> <p><b>9.8</b> Graph a line with a known point and slope</p> <p><b>9.9</b> Manipulate a linear equation into slope-intercept form; identify the slope and the vertical-intercept given a linear equation and graph the line using the slope and vertical-intercept and check with a third point</p> <p><b>9.10</b> Recognize equations of horizontal and vertical lines and identify their slopes as zero or undefined</p> <p><b>9.11</b> Given the equation of two lines, classify them as parallel, perpendicular, or neither</p> <p><b>9.12</b> Find the equation of a line using slope-intercept form</p> <p><b>9.13</b> Find the equation of a line using point-slope form</p> <p><b>10.0 APPLICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>10.1</b> Interpret intercepts and other points in the context of an application</p> <p><b>10.2</b> Write and interpret a slope as a rate of change</p> <p><b>10.3</b> Create and graph a linear model based on data and make predictions based upon the model</p> <p><b>10.4</b> Create tables and graphs that fully communicate the context of an application problem</p> <p><b>11.0 LINEAR INEQUALITIES IN TWO VARIABLES</b></p> <p><b>11.1</b> Identify a linear inequality in two variables</p> <p><b>11.2</b> Graph the solution set to a linear inequality in two variables</p> <p><b>11.3</b> Model application problems using an inequality in two variables</p>
	<p><b>Reason for the new course</b></p> <p>There were at least three courses hidden in one course that students would repeat. Now each will be their own course.</p>

## Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly



from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been	No.
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reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 61A	# Credits:	1
Course Title: (60 characters max)	Math 20 Review – 1 credit	Transcript Title (30 characters max)	Math 20 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input type="checkbox"/>	<input type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit in consultation with faculty		<input type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides a review of individually chosen topics in Basic Math (Math 20). Requires a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>Choose and perform accurate basic computations in a variety of situations with and without a calculator.</li> <li>Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>Tests</li> <li>Attendance</li> <li>Portfolios</li> <li>Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Basic Math (MTH 20)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>Mathematical vocabulary</li> <li>Number sense</li> <li>Computational proficiency</li> <li>Critical thinking</li> <li>Appropriate use of technology</li> <li>Team work</li> </ol> <p><b>SKILLS:</b></p> <p><b>1.0 ORDER OF OPERATIONS</b></p> <p><b>1.1 Vocabulary (Define and use)</b></p>

	<ul style="list-style-type: none"> <li>1.1.1 Grouping symbols</li> <li>1.1.2 Exponents</li> <li>1.1.3 Square roots (perfect squares)</li> </ul>
2.0	<b>SIGNED NUMBERS</b> <ul style="list-style-type: none"> <li>2.1 Vocabulary (Define and use) <ul style="list-style-type: none"> <li>2.1.1 Absolute value</li> <li>2.1.2 Opposite vs. negative vs. minus (subtract)</li> </ul> </li> <li>2.2 Number sense <ul style="list-style-type: none"> <li>2.2.1 Compare signed numbers using inequality and equality notations</li> <li>2.2.2 Place signed numbers on a number line</li> </ul> </li> <li>2.3 Computation <ul style="list-style-type: none"> <li>2.3.1 Add, subtract, multiply, and divide signed numbers</li> <li>2.3.2 Simplify signed numbers to exponents</li> </ul> </li> <li>2.4 Order of operations with signed numbers</li> <li>2.5 Applications with signed numbers</li> </ul>
3.0	<b>FRACTIONS</b> <ul style="list-style-type: none"> <li>3.1 Vocabulary (Define and use) <ul style="list-style-type: none"> <li>3.1.1 Proper fractions, improper fractions, mixed numbers</li> <li>3.1.2 Reciprocal</li> <li>3.1.3 Prime number</li> <li>3.1.4 Composite number</li> <li>3.1.5 Divisibility Rules 2, 3, 5, 9, and 10</li> </ul> </li> <li>3.2 Number Sense <ul style="list-style-type: none"> <li>3.2.1 Compare fractions using inequality and equality notations</li> <li>3.2.2 Place signed fractions on a number line</li> </ul> </li> <li>3.3 Computation <ul style="list-style-type: none"> <li>3.3.1 Add, subtract, multiply, and divide signed fractions</li> </ul> </li> <li>3.4 Order of operations with fractions</li> <li>3.5 Applications involving fractions <ul style="list-style-type: none"> <li>3.5.1 Write answers to application problems as complete sentences and using proper units</li> <li>3.5.2 Ratios and rates</li> </ul> </li> </ul>
4.0	<b>DECIMALS</b> <ul style="list-style-type: none"> <li>4.1 Vocabulary (Define and use) <ul style="list-style-type: none"> <li>4.1.1 Place values</li> <li>4.1.2 Powers of ten</li> <li>4.1.3 Terminating, repeating and non-terminating</li> </ul> </li> <li>4.2 Number sense <ul style="list-style-type: none"> <li>4.2.1 Compare decimals using inequality and equality notations</li> <li>4.2.2 Place signed decimals on a number line</li> <li>4.2.3 Rounding decimals</li> </ul> </li> <li>4.3 Computation <ul style="list-style-type: none"> <li>4.3.1 Add, subtract, multiply, and divide signed decimals</li> <li>4.3.2 Convert between fractions and decimals</li> </ul> </li> <li>4.4 Order of operations with decimals <ul style="list-style-type: none"> <li>4.4.1 Round at the end of the calculation</li> </ul> </li> <li>4.5 Applications <ul style="list-style-type: none"> <li>4.5.1 Write answers to application problems as complete sentences and using proper units</li> <li>4.5.2 Rates and ratios</li> <li>4.5.3 Unit rate and unit price</li> </ul> </li> </ul>
5.0	<b>PROPORTION AND PERCENT</b> <ul style="list-style-type: none"> <li>5.1 Vocabulary <ul style="list-style-type: none"> <li>5.1.1 Proportion</li> <li>5.1.2 Percent</li> </ul> </li> </ul>

	<p><b>5.2</b> Number sense</p> <p><b>5.2.1</b> Convert between fractions, decimals, and percents</p> <p><b>5.3</b> Computation</p> <p><b>5.3.1</b> Solve proportion problems for missing value</p> <p><b>5.3.2</b> Solve percent problems</p> <p><b>5.4</b> Applications</p> <p><b>5.4.1</b> Write answers to application problems as complete sentences and using proper units</p> <p><b>5.4.2</b> Identify and solve problems that involve reasoning about proportions</p> <p><b>5.4.3</b> Solving percent increase and percent decrease problems</p> <p><b>5.5</b> Technology</p> <p><b>6.0</b> <b>GRAPHS</b></p> <p><b>6.1</b> Introduce, read and interpret graphs</p> <p><b>7.0</b> <b>FORMULAS AND CONVERSIONS</b></p> <p><b>7.1</b> Perimeter and area of rectangles, squares and triangles</p> <p><b>7.2</b> Computing mean, median, and mode</p> <p><b>7.3</b> Introduce unit conversions within each measurement system</p> <p><b>7.4</b> Money, \$0.35 vs. 35¢ (students often write 0.35¢)</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
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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.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 60C	# Credits:	0
Course Title: (60 characters max)	Math 65 Review – 0 credits	Transcript Title (30 characters max)	Math 65 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab:  Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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 a review of individually chosen topics in Introductory Algebra II (Math 65). Completion of this course does not meet prerequisite requirements for other math courses.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:  
(Use observable and measurable verbs)

Upon successful completion of this course students will be able to:

- Creatively and confidently apply algebraic problem solving strategies.
- Be prepared for future course work.

Course activities and design:  
(from CCOG)

Outcomes assessment strategies:

Assessment shall include at least two of the following measures:

1. Tests
2. Attendance
3. Portfolios
4. Individual student conference

Course Content:  
Themes,  
Concepts,  
Issues and  
Skills:  
(from CCOG)

### Introductory Algebra II (MTH 65)

#### **THEMES:**

1. Functions
2. Graphical understanding
3. Algebraic manipulation
4. Number sense
5. Problem solving
6. Applications, formulas, and modeling
7. Critical thinking
8. Effective communication

#### **SKILLS:**

	<b>1.0</b>	<b>SYSTEMS OF LINEAR EQUATIONS IN TWO VARIABLES</b>
	<b>1.1</b>	Solve and check systems of equations graphically and using the substitution and addition methods
	<b>1.2</b>	Create and solve real-world models involving systems of linear equations in two variables
	<b>1.2.1</b>	Properly define variables; include units in variable definitions
	<b>1.2.2</b>	Apply dimensional analysis while solving problems
	<b>1.2.3</b>	State contextual conclusions using complete sentences
	<b>1.2.4</b>	Use estimation to determine reasonableness of solution
	<b>2.0</b>	<b>WORKING WITH ALGEBRAIC EXPRESSIONS</b>
	<b>2.1</b>	Apply the rules for integer exponents
	<b>2.2</b>	Work in scientific notation and demonstrate understanding of the magnitude of the quantities involved
	<b>2.3</b>	Add, subtract, multiply, and square polynomials
	<b>2.4</b>	Divide polynomials by a monomial
	<b>2.5</b>	Understand nonvariable square roots
	<b>2.5.1</b>	Simplify using the product rule of square roots
	<b>2.5.2</b>	Recognize like radical terms
	<b>2.5.3</b>	Rationalize denominators
	<b>2.5.4</b>	Estimate square roots
	<b>3.0</b>	<b>FACTORING POLYNOMIALS</b>
	<b>3.1</b>	Factor the greatest common factor from a polynomial
	<b>3.2</b>	Factor a polynomial of four terms using the grouping method
	<b>3.3</b>	Factor trinomials that have leading coefficients of 1
	<b>3.4</b>	Factor trinomials that have leading coefficients other than 1
	<b>3.5</b>	Factor differences of squares
	<b>3.6</b>	Recognize and factor sums and differences of cubes
	<b>4.0</b>	<b>QUADRATIC EQUATIONS IN ONE VARIABLE</b>
	<b>4.1</b>	Solve quadratic equations using the zero product principle (factoring)
	<b>4.2</b>	Solve quadratic equations using the square root property (see Section 2.5)
	<b>4.3</b>	Solve quadratic equations using the quadratic formula (see Section 2.5)
	<b>4.4</b>	Make choices about the appropriate method to use when solving a quadratic equation
	<b>4.5</b>	Understand that the solutions satisfy the original equation by checking the solutions
	<b>4.6</b>	Distinguish between a linear and a quadratic equation and be able to solve both kinds of equations when mixed up in a problem set
	<b>4.7</b>	Create and solve real-world models involving quadratic equations
	<b>4.7.1</b>	Properly define variables; include units in variable definitions
	<b>4.7.2</b>	Apply dimensional analysis while solving problems
	<b>4.7.3</b>	State contextual conclusions using complete sentences
	<b>4.7.4</b>	Use estimation to determine reasonableness of solution
	<b>5.0</b>	<b>QUADRATIC EQUATIONS IN TWO VARIABLES</b>
	<b>5.1</b>	Identify a quadratic equation in two variables
	<b>5.2</b>	Create a table of solutions for the equation of a quadratic function
	<b>5.3</b>	Emphasize that the graph of a parabola is a visual representation of the solution set to a quadratic equation
	<b>5.4</b>	Graph quadratic functions by finding the vertex and plotting additional points without using a graphing calculator
	<b>5.5</b>	Algebraically find the vertex, axis of symmetry, and vertical and horizontal intercepts and graph them by hand
	<b>5.5.1</b>	The vertex as well as the vertical and horizontal intercepts should be written as ordered pairs
	<b>5.5.2</b>	The axis of symmetry should be written as an equation
	<b>5.6</b>	Determine whether quadratic functions are concave up or concave down based on their equations
	<b>5.7</b>	Create, use, and interpret quadratic models of real-world situations algebraically and graphically

	<p><b>5.7.1</b> Evaluate the function at a particular input value and interpret its meaning</p> <p><b>5.7.2</b> Given a functional value (output), find and interpret the input</p> <p><b>5.7.3</b> Interpret the vertex using proper units</p> <p><b>5.7.4</b> Interpret the vertical intercept using proper units</p> <p><b>5.7.5</b> Interpret the horizontal intercept(s) using proper units</p> <p><b>6.0 RELATIONS AND FUNCTIONS</b></p> <p><b>6.1</b> Use the definition of a function to determine whether a given relation represents a function</p> <p><b>6.2</b> Determine the domain and range of a function given as a graph or as a table</p> <p><b>6.3</b> Apply function notation in graphical, algebraic, and tabular settings</p> <p><b>6.3.1</b> Understand the difference between the input and output</p> <p><b>6.3.2</b> Identify ordered pairs from function notation</p> <p><b>6.3.3</b> Given an input, find an output</p> <p><b>6.3.4</b> Given an output, find input(s)</p> <p><b>6.4</b> Interpret function notation in real world applications</p> <p><b>6.4.1</b> Evaluate the function at a particular input value and interpret its meaning</p> <p><b>6.4.2</b> Given a functional value (output), find and interpret the input</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 60B	# Credits:	0
Course Title: (60 characters max)	Math 60 Review – 0 credits	Transcript Title (30 characters max)	Math 60 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab:  Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>
	Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>
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 a review of individually chosen topics in Introductory Algebra I (Math 60). Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Creatively and confidently apply beginning algebraic problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Attendance</li> <li>3. Portfolios</li> <li>4. Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Introductory Algebra I (MTH 60)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>1. Algebra skills</li> <li>2. Graphical understanding</li> <li>3. Problem solving</li> <li>4. Effective communication</li> <li>5. Critical thinking</li> <li>6. Applications, formulas, and modeling</li> <li>7. Functions</li> </ol> <p><b>SKILLS:</b></p>

	<b>1.0</b>	<b>REAL NUMBERS</b>
	<b>1.1</b>	Review prerequisite skills – signed number and fraction arithmetic
	<b>1.2</b>	Simplify arithmetic expressions using the order of operations
	<b>1.3</b>	Evaluate powers with whole number exponents; emphasize order of operations with negative bases
	<b>1.4</b>	Simplify arithmetic expressions involving absolute values
	<b>1.5</b>	Order real numbers along a real number line
	<b>1.6</b>	Identify numbers as elements of the subsets of the real numbers
	<b>2.0</b>	<b>VARIABLES AND EXPRESSIONS</b>
	<b>2.1</b>	Simplify algebraic expressions
	<b>2.2</b>	Evaluate algebraic expressions
	<b>2.3</b>	Recognize equivalent expressions and non-equivalent expressions
	<b>2.4</b>	Distinguish between evaluating expressions, simplifying expressions and solving equations
	<b>2.5</b>	Translate from words into algebraic expressions and vice versa
	<b>2.6</b>	Apply the distributive, commutative, and associative properties
	<b>2.7</b>	Recognize additive and multiplicative identities and inverses
	<b>2.8</b>	Distinguish between factors and terms
	<b>2.9</b>	Apply the product rule, product to a power rule, and power-to-a-power rule to expressions with positive integer exponents emphasizing the logic behind these rules of exponents
	<b>3.0</b>	<b>GEOMETRY APPLICATIONS</b>
	<b>3.1</b>	Evaluate formulas and apply basic dimensional analysis
	<b>3.2</b>	Know and apply appropriate units for various situations; e.g. perimeter units, area units, volume units, rate units, etc
	<b>3.3</b>	Memorize and apply the perimeter and area formulas for rectangles, circles, and triangles
	<b>3.4</b>	Memorize and apply the volume formula for a rectangular solid and a right circular cylinder
	<b>3.5</b>	Find the perimeter of any polygon
	<b>3.6</b>	Evaluate other geometric formulas
	<b>3.7</b>	Use estimation to determine reasonableness of solution
	<b>4.0</b>	<b>LINEAR EQUATIONS AND INEQUALITIES IN ONE VARIABLE</b>
	<b>4.1</b>	Identify linear equations and inequalities in one variable
	<b>4.2</b>	Understand the definition of a solution; e.g. 2 is a solution to $x < 5$ ; 3 is the solution to $x + 1 = 4$
	<b>4.3</b>	Distinguish between solutions and solution sets
	<b>4.4</b>	Recognize equivalent equations and non-equivalent equations
	<b>4.5</b>	Solve linear equations and non-compound linear inequalities symbolically
	<b>4.6</b>	Express inequality solution sets graphically, with interval notation, and with set-builder notation
	<b>4.7</b>	Distinguish between solutions to equations and equivalent equations (e.g. “The solution is 2.” vs. “ $x = 2$ ”)
	<b>5.0</b>	<b>GENERAL APPLICATIONS</b>
	<b>5.1</b>	Create and solve linear equations and inequalities in one variable that model real life situations (e.g. fixed cost + variable cost equals total cost)
	<b>5.1.1</b>	Properly define variables; include units in variable definitions
	<b>5.1.2</b>	Apply dimensional analysis while solving problems
	<b>5.1.3</b>	State contextual conclusions using complete sentences
	<b>5.1.4</b>	Use estimation to determine reasonableness of solution
	<b>5.2</b>	Apply general percent equations ( $A = PB$ )
	<b>5.3</b>	Create and solve percent increase/decrease equations
	<b>5.4</b>	Create and solve ratio/proportion equations
	<b>5.5</b>	Solve applications in which two values are unknown but their total is known; for example, a 50 foot board cut into two pieces of unknown length
	<b>6.0</b>	<b>LITERAL EQUATIONS AND FORMULAS</b>
	<b>6.1</b>	Solve an equation for a specified variable in terms of other variables



	<p><b>6.2</b> Input values into a formula and solve for the remaining variable</p> <p><b>7.0 INTRODUCTION TO TABLES AND GRAPHS</b></p> <p><b>7.1</b> Briefly review line graphs, bar graphs and pie charts</p> <p><b>7.2</b> Plot points on the Cartesian coordinate system; determine coordinates of points</p> <p><b>7.3</b> Classify points by quadrant or as points on an axis; identify the origin</p> <p><b>7.4</b> Label and scale axes on all graphs</p> <p><b>7.5</b> Interpret graphs in the context of an application</p> <p><b>7.6</b> Create a table of values from an equation</p> <p><b>7.7</b> Plot points from a table</p> <p><b>8.0 INTRODUCTION TO FUNCTION NOTATION</b></p> <p><b>8.1</b> Determine whether a given relation presented in graphical form represents a function</p> <p><b>8.2</b> Evaluate functions using function notation from a set, graph or formula</p> <p><b>8.3</b> Interpret function notation in a practical setting</p> <p><b>8.4</b> Identify ordered pairs from function notation</p> <p><b>9.0 LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>9.1</b> Identify a linear equation in two variables</p> <p><b>9.2</b> Emphasize that the graph of a line is a visual representation of the solution set to a linear equation</p> <p><b>9.3</b> Find ordered pairs that satisfy a linear equation written in standard or slope-intercept form including equations for horizontal and vertical lines; graph the line using the ordered pairs</p> <p><b>9.4</b> Find the intercepts given a linear equation; express the intercepts as ordered pairs</p> <p><b>9.5</b> Graph the line using intercepts and check with a third point</p> <p><b>9.6</b> Find the slope of a line from a graph and from two points</p> <p><b>9.7</b> Given the graph of a line identify the slope as positive, negative, zero, or undefined. Given two non-vertical lines, identify the line with greater slope</p> <p><b>9.8</b> Graph a line with a known point and slope</p> <p><b>9.9</b> Manipulate a linear equation into slope-intercept form; identify the slope and the vertical-intercept given a linear equation and graph the line using the slope and vertical-intercept and check with a third point</p> <p><b>9.10</b> Recognize equations of horizontal and vertical lines and identify their slopes as zero or undefined</p> <p><b>9.11</b> Given the equation of two lines, classify them as parallel, perpendicular, or neither</p> <p><b>9.12</b> Find the equation of a line using slope-intercept form</p> <p><b>9.13</b> Find the equation of a line using point-slope form</p> <p><b>10.0 APPLICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES</b></p> <p><b>10.1</b> Interpret intercepts and other points in the context of an application</p> <p><b>10.2</b> Write and interpret a slope as a rate of change</p> <p><b>10.3</b> Create and graph a linear model based on data and make predictions based upon the model</p> <p><b>10.4</b> Create tables and graphs that fully communicate the context of an application problem</p> <p><b>11.0 LINEAR INEQUALITIES IN TWO VARIABLES</b></p> <p><b>11.1</b> Identify a linear inequality in two variables</p> <p><b>11.2</b> Graph the solution set to a linear inequality in two variables</p> <p><b>11.3</b> Model application problems using an inequality in two variables</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been	No.
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reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Developmental Education	Submitter name Phone Email	Heiko Spoddeck
Course Prefix and Number:	ALC 60A	# Credits:	0
Course Title: (60 characters max)	Math 20 Review – 0 credits	Transcript Title (30 characters max)	Math 20 review
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture:  Lec/lab:  Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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 a review of individually chosen topics in Basic Math (Math 20). Completion of this course does not meet prerequisite requirements for other math courses.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• Creatively and confidently apply basic mathematical problem solving strategies.</li> <li>• Be prepared for future course work.</li> </ul>
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	Assessment shall include at least two of the following measures: <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Attendance</li> <li>3. Portfolios</li> <li>4. Individual student conference</li> </ol>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p><b><u>Basic Math (MTH 20)</u></b></p> <p><b>THEMES:</b></p> <ol style="list-style-type: none"> <li>1. Mathematical vocabulary</li> <li>2. Number sense</li> <li>3. Computational proficiency</li> <li>4. Critical thinking</li> <li>5. Appropriate use of technology</li> <li>6. Team work</li> </ol> <p><b>SKILLS:</b></p> <p><b>1.0 ORDER OF OPERATIONS</b></p> <p><b>1.1 Vocabulary (Define and use)</b></p> <p><b>1.1.1 Grouping symbols</b></p>

		1.1.2	Exponents
		1.1.3	Square roots (perfect squares)
	<b>2.0</b>	<b>SIGNED NUMBERS</b>	
	2.1	Vocabulary (Define and use)	
	2.1.1	Absolute value	
	2.1.2	Opposite vs. negative vs. minus (subtract)	
	2.2	Number sense	
	2.2.1	Compare signed numbers using inequality and equality notations	
	2.2.2	Place signed numbers on a number line	
	2.3	Computation	
	2.3.1	Add, subtract, multiply, and divide signed numbers	
	2.3.2	Simplify signed numbers to exponents	
	2.4	Order of operations with signed numbers	
	2.5	Applications with signed numbers	
	<b>3.0</b>	<b>FRACTIONS</b>	
	3.1	Vocabulary (Define and use)	
	3.1.1	Proper fractions, improper fractions, mixed numbers	
	3.1.2	Reciprocal	
	3.1.3	Prime number	
	3.1.4	Composite number	
	3.1.5	Divisibility Rules 2, 3, 5, 9, and 10	
	3.2	Number Sense	
	3.2.1	Compare fractions using inequality and equality notations	
	3.2.2	Place signed fractions on a number line	
	3.3	Computation	
	3.3.1	Add, subtract, multiply, and divide signed fractions	
	3.4	Order of operations with fractions	
	3.5	Applications involving fractions	
	3.5.1	Write answers to application problems as complete sentences and using proper units	
	3.5.2	Ratios and rates	
	<b>4.0</b>	<b>DECIMALS</b>	
	4.1	Vocabulary (Define and use)	
	4.1.1	Place values	
	4.1.2	Powers of ten	
	4.1.3	Terminating, repeating and non-terminating	
	4.2	Number sense	
	4.2.1	Compare decimals using inequality and equality notations	
	4.2.2	Place signed decimals on a number line	
	4.2.3	Rounding decimals	
	4.3	Computation	
	4.3.1	Add, subtract, multiply, and divide signed decimals	
	4.3.2	Convert between fractions and decimals	
	4.4	Order of operations with decimals	
	4.4.1	Round at the end of the calculation	
	4.5	Applications	
	4.5.1	Write answers to application problems as complete sentences and using proper units	
	4.5.2	Rates and ratios	
	4.5.3	Unit rate and unit price	
	<b>5.0</b>	<b>PROPORTION AND PERCENT</b>	
	5.1	Vocabulary	
	5.1.1	Proportion	
	5.1.2	Percent	
	5.2	Number sense	

	<p><b>5.2.1</b> Convert between fractions, decimals, and percents</p> <p><b>5.3</b> Computation</p> <p><b>5.3.1</b> Solve proportion problems for missing value</p> <p><b>5.3.2</b> Solve percent problems</p> <p><b>5.4</b> Applications</p> <p><b>5.4.1</b> Write answers to application problems as complete sentences and using proper units</p> <p><b>5.4.2</b> Identify and solve problems that involve reasoning about proportions</p> <p><b>5.4.3</b> Solving percent increase and percent decrease problems</p> <p><b>5.5</b> Technology</p> <p><b>6.0</b> <b>GRAPHS</b></p> <p><b>6.1</b> Introduce, read and interpret graphs</p> <p><b>7.0</b> <b>FORMULAS AND CONVERSIONS</b></p> <p><b>7.1</b> Perimeter and area of rectangles, squares and triangles</p> <p><b>7.2</b> Computing mean, median, and mode</p> <p><b>7.3</b> Introduce unit conversions within each measurement system</p> <p><b>7.4</b> Money, \$0.35 vs. 35¢ (students often write 0.35¢)</p>
Reason for the new course	There were at least three courses hidden in one course that students would repeat. Now each will be their own 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	This is a pre-college course.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
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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.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Bill Bogart	bbogart@pcc.edu
SAC Administrative Liaison (type name)	Email
Kurt Simonds	kurt.simonds@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120A	# Credits:	1
Course Title: (60 characters max)	Ballet I- first term	Transcript Title (30 characters max)	Ballet I- first term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title D190A-Ballet I-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		x	x
Pass/No pass		x	<input type="checkbox"/>
Audit in consultation with faculty		x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces fundamentals of Ballet technique with a focus on correct alignment, development of strength, flexibility, range of motion, stability, and Ballet terminology. Audit available.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>• Apply lessons in basic anatomy, safe practices, and injury prevention in order to improve wellbeing and make informed choices</li> <li>• Engage in and appreciate different forms of artistic expression</li> <li>• Listen and question as appropriate</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Adagio Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
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Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	<a href="mailto:lquery@pcc.edu">lquery@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120B	# Credits:	1
Course Title: (60 characters max)	Ballet I- second term	Transcript Title (30 characters max)	Ballet I- second term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title D190B-Ballet I-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores concepts of beginning Ballet with a focus on correct alignment, form, musicality and moving with greater awareness. Provides a foundation for Ballet II. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Listen and question as appropriate</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Adagio Simple Jumps Basic turns Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content:	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance

Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out) as well as the various positions of the feet Identify and use basic port de bras Beginning musicality Examine line and shape Execute simple jumps and turns Utilize axial and locomotor movements Adapt to varying tempos and changes in music Prepare students to advance to Ballet II
Reason for the new course	Reworking repeatable courses

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120C	# Credits:	1
Course Title: (60 characters max)	Ballet II- first term	Transcript Title (30 characters max)	Ballet II-first term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title D191A-Ballet II-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		x	x
Pass/No pass		x	<input type="checkbox"/>
Audit in consultation with faculty		x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D190B or PE120B	<input type="checkbox"/> x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Jumps Basic turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course	Demonstrate beginning/intermediate skills in sequencing

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	<a href="mailto:lquery@pcc.edu">lquery@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	



## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120D	# Credits:	1
Course Title: (60 characters max)	Ballet II- second term	Transcript Title (30 characters max)	Ballet II-second term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title D191B-Ballet II-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D191A or PE120C	<input type="checkbox"/> x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Apply feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Intermediate Jumps and Turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course	Demonstrate beginning/intermediate skills in sequencing

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		
<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair (type name)	Email	
Levi Query	<a href="mailto:lquery@pcc.edu">lquery@pcc.edu</a>	
SAC Administrative Liaison (type name)	Email	
Jen Piper	<a href="mailto:Jennifer.piper1@pcc.edu">Jennifer.piper1@pcc.edu</a>	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		





## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120E	# Credits:	1
Course Title: (60 characters max)	Ballet III-first term	Transcript Title (30 characters max)	Ballet III-first term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title D290A-Ballet III-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique and performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D191B or PE120D	<input type="checkbox"/> x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Apply feedback to improve performance</li> <li>Perform tasks, procedures, and processes with competence</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes,	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		
<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair (type name)	Email	
Levi Query	lquery@pcc.edu	
SAC Administrative Liaison (type name)	Email	
Jen Piper	Jennifer.piper1@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		



## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE120F	# Credits:	1
Course Title: (60 characters max)	Ballet III-second term	Transcript Title (30 characters max)	Ballet III-second term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title D290B-Ballet III-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate/Advanced level with a focus on increasingly complicated choreography and the expression and communication of Ballet in performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Apply feedback to improve performance</li> <li>Perform tasks, procedures, and processes with increasing competence</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes,	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement



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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	



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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121A	# Credits:	1
Course Title: (60 characters max)	Modern I –first term	Transcript Title (30 characters max)	Modern I –first term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		xYes No	Course Number and Title D130A-Modern I-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces fundamentals of Modern Dance technique with a focus on correct alignment, development of strength, flexibility, range of motion, and stability, and dance specific terminology. Audit available.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
None – please explain	This is an introductory course with no prerequisites.

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>• Apply lessons in basic anatomy, safe practices, and injury prevention in order to improve wellbeing and make informed choices</li> <li>• Engage in and appreciate different forms of artistic expression</li> <li>• Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques  Other outcome assessment strategies may include: Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Modern Dance Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out)

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

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

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121B	# Credits:	1
Course Title: (60 characters max)	Modern I- second term	Transcript Title (30 characters max)	Modern I- second term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D130B-Modern I-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores concepts of beginning Modern Dance with a focus on correct alignment, form, musicality and moving with greater awareness. May be audited.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D130A or PE121A	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques  Other outcome assessment strategies may include: Creative project Class discussion Written exam
Course Content: Themes, Concepts,	Demonstrate beginning level skills in sequencing Introduce changes in levels in space Utilize axial and locomotor movements

Issues and Skills: (from CCOG)	<p>Further examine use of line and shape</p> <p>Adapt choreography to varying tempos, kinds of music, etc.</p> <p>Explore musicality at a beginning level</p> <p>Apply instructor and peer feedback to improve performance</p> <p>Work from internally and externally rotated positions</p> <p>Articulation of the spine</p> <p>Demonstrate spatial awareness</p>
Reason for the new course	Reworking repeatable courses.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC170 (U of O), D180 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013

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

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121C	# Credits:	1
Course Title: (60 characters max)	Modern II- first term	Transcript Title (30 characters max)	Modern II- first term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:  Lec/lab:  Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D131A-Modern II-first
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D130B or PE121B	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Application instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes, Concepts,	Demonstrate beginning/intermediate skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements

Issues and Skills: (from CCOG)	<p>Further examine use of line and shape</p> <p>Adapt choreography to varying tempos, kinds of music, etc.</p> <p>Explore musicality at a beginning/intermediate level</p> <p>Apply instructor and peer feedback to improve performance</p> <p>Work from internally and externally rotated positions</p> <p>Articulation of the spine</p> <p>Demonstrate spatial awareness and ensemble thinking skills</p> <p>Body part vs whole</p> <p>Demonstrate different movement qualities: percussive, swinging, sustained, etc.</p>
Reason for the new course	Reworking repeatable courses.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<p><input checked="" type="checkbox"/> required or support for major</p> <p><input type="checkbox"/> general education distribution requirement</p> <p><input type="checkbox"/> general elective</p> <p><input type="checkbox"/> other (provide details)</p>
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<p><input type="checkbox"/> Completed <a href="#">Transferability Status</a> form</p> <p><input type="checkbox"/> E-mail correspondence with receiving institution</p> <p><input type="checkbox"/> Other - provide evidence</p>
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<p><input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form</p> <p><input checked="" type="checkbox"/> No</p>

Section #3 Additional Information for new LDC courses	
How or where will the course be taught. Check all that apply	<p><input checked="" type="checkbox"/> on campus</p> <p><input type="checkbox"/> hybrid</p> <p><input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit)</p> <p><input type="checkbox"/> other (explain)</p>

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013

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

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121D	# Credits:	1
Course Title: (60 characters max)	Modern II- second term	Transcript Title (30 characters max)	Modern II- second term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D131B-Modern II-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, ensemble work, and functional technique. May be audited.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D131A or PE121C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam Written review/critique OR performance in PCC dance concert or event
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate intermediate skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at an intermediate level Apply instructor and peer feedback to improve performance

	Work from internally and externally rotated positions Create a more complete self-image Demonstrate spatial awareness Body part vs whole Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively both individually as well as in groups
Reason for the new course	Reworking repeatable courses.

### Section #2 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	U of O, WOU
How does it transfer Check all that apply	x required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> 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 <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013

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

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121E	# Credits:	1
Course Title: (60 characters max)	Modern III- first term	Transcript Title (30 characters max)	Modern III- first term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D230A-Modern III-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique, and performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D131B or PE121D	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with competence</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes,	Demonstrate intermediate/advanced skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	





## Portland Community College

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

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

Section #1 General Information			
Department:	PE	Submitter name Phone Email	Levi Query 5519 lquery@pcc.edu
Course Prefix and Number:	PE121F	# Credits:	1
Course Title: (60 characters max)	Modern III- second term	Transcript Title (30 characters max)	Modern III- second term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:  Lec/lab:  Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title D230B-Modern III-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on applying techniques and skills to enhance performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D230A or PE121E	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with increasing competence</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes,	Demonstrate advanced skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison (type name)	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	



## Portland Community College

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

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Christine Manning, 971-722-3806 mchristine.manning@pcc.edu
Course Prefix and Number:	PE 130 A	# Credits:	1
Course Title: (60 characters max)	Adapted Physical Education I	Transcript Title (30 characters max)	Adapted Physical Education I
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title: PE 130 A: Adapted Physical Education I
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin 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 individuals with acute or chronic injuries or disabilities a physical education class to improve fitness, health and overall wellness. Covers knowledge and skills needed to perform safe and proper group and individual fitness exercises. Introduces activities adapted to their disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.		

Addendum to Course Description:	Appropriate clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime.</li> <li>2. Continue to adapt physical fitness activities including cardiorespiratory fitness, muscle fitness and flexibility.</li> <li>3. Assess community group and individual exercise programs appropriate for their various injuries or disabilities.</li> </ol>
Course activities and design: (from CCOG)	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Individualized pre and post testing with record keeping</li> <li>• Exercise records and logs</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> <li>• Warm-up and cool-down routines</li> <li>• Appropriate exercises to promote cardiovascular fitness.</li> <li>• Appropriate exercises to promote muscular strength and endurance.</li> <li>• Appropriate exercises to promote flexibility.</li> <li>• Participation in individualized rehabilitation exercises.</li> <li>• Demonstration of safe exercise progressions</li> <li>• Maintenance of pre-post testing and exercise records.</li> <li>• Develop lifelong fitness, health and wellness.</li> <li>• Experience the relationship of the mind, body and spirit.</li> </ul>

Reason for the new course	With the new repeatability rules, we need three levels of Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree.
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Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	<b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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



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

## Portland Community College

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

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

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Christine Manning, 971-722-3806 mchristine.manning@pcc.edu
Course Prefix and Number:	PE 130 B	# Credits:	1
Course Title: (60 characters max)	Adapted Physical Education II	Transcript Title (30 characters max)	Adapted Physical Education II
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title: PE130 B: Adapted Physical Education II
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin 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 individuals with acute or chronic injuries or disabilities a physical education class to improve fitness, health and overall wellness. Covers knowledge and skills needed to perform safe and proper group and individual fitness exercises. Introduces activities adapted to their disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.		

Addendum to Course Description:	Appropriate athletic clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime.</li> <li>2. Continue to participate in adapted activities including cardiorespiratory fitness, muscle fitness and flexibility.</li> <li>3. Assess community group and individual exercise programs appropriate for their various injuries or disabilities.</li> <li>4. Develop their own individual exercise program appropriate for their injuries in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> </ol>
Course activities and design: (from CCOG)	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Individualized pre and post testing with record keeping</li> <li>• Exercise records and logs</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> <li>• Aquatic warm-up and cool-down routines</li> <li>• Appropriate exercises to promote cardiovascular fitness.</li> <li>• Appropriate exercises to promote muscular strength and endurance.</li> <li>• Appropriate exercises to promote flexibility.</li> <li>• Participation in individualized rehabilitation exercises.</li> <li>• Demonstration of safe exercise progressions</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintenance of pre-post testing and exercise records.</li> <li>• Demonstration of knowledge to design their own exercise program in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> <li>• Develop lifelong fitness, health and wellness.</li> <li>• Experience the relationship of the mind, body and spirit.</li> </ul>
Reason for the new course	With the new repeatability rules, we need three levels of Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree.

### Section #2 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	<b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:

Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

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

<b>Section # 4 Department Review</b>	
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 <sup>th</sup> floor.	

## Portland Community College

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

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

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Christine Manning, 971-722-3806 mchristine.manning@pcc.edu
Course Prefix and Number:	PE 130 C	# Credits:	1
Course Title: (60 characters max)	Adapted Physical Education III	Transcript Title (30 characters max)	Adapted Physical Education III
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title: PE130 C: Adapted Physical Education III
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin 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 individuals with acute or chronic injuries or disabilities a physical education class to improve fitness, health and overall wellness. Covers knowledge and skills needed to perform safe and proper group and individual fitness exercises. Introduces activities adapted to their disabilities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.		

Addendum to Course Description:	Appropriate athletic clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime.</li> <li>2. Continue to participate in adapted activities including cardiorespiratory fitness, muscle fitness and flexibility.</li> <li>3. Assess community group and individual exercise programs appropriate for their various injuries or disabilities.</li> <li>4. Develop their own individual exercise program appropriate for their injuries in two components of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> </ol>
Course activities and design: (from CCOG)	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Individualized pre and post testing with record keeping</li> <li>• Exercise records and logs</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> <li>• Aquatic warm-up and cool-down routines</li> <li>• Appropriate exercises to promote cardiovascular fitness.</li> <li>• Appropriate exercises to promote muscular strength and endurance.</li> <li>• Appropriate exercises to promote flexibility.</li> <li>• Participation in individualized rehabilitation exercises.</li> <li>• Demonstration of safe exercise progressions</li> </ul>



	<ul style="list-style-type: none"> <li>• Maintenance of pre-post testing and exercise records.</li> <li>• Demonstration of knowledge to design their own exercise program in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> <li>• Develop lifelong fitness, health and wellness.</li> <li>• Experience the relationship of the mind, body and spirit.</li> </ul>
Reason for the new course	With the new repeatability rules, we need three levels of Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree.

### Section #2 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	<b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:



Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

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

<b>Section # 4 Department Review</b>	
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 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Christine Manning, 971-722-3806 mchristine.manning@pcc.edu
Course Prefix and Number:	PE 130 D	# Credits:	
Course Title: (60 characters max)	Adapted Aquatic Physical Education I	Transcript Title (30 characters max)	Adapted Aquatic Physical Education I
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title: PE 130 D: Adapted Aquatic Physical Education I
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin 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 individuals with acute or chronic injuries or disabilities a physical education class to improve fitness, health and overall wellness through structures water exercise. Covers knowledge and skills needed to performs safe and proper group and individual fitness exercises in the water. Introduces water activities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.		

Addendum to Course Description:	Appropriate swim clothing is required along with aquatic shoes. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime.</li> <li>2. Continue to participate in adapted water activities including cardiorespiratory fitness, muscle fitness and flexibility.</li> <li>3. Assess community group and individual water exercise programs appropriate for their various injuries or disabilities.</li> </ol>
Course activities and design: (from CCOG)	Swim classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Individualized pre and post testing with record keeping</li> <li>• Exercise records and logs</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> <li>• Aquatic warm-up and cool-down routines</li> <li>• Appropriate water exercises to promote cardiovascular fitness.</li> <li>• Appropriate water exercises to promote muscular strength and endurance.</li> <li>• Appropriate water exercises to promote flexibility.</li> <li>• Participation in individualized rehabilitation exercises.</li> <li>• Demonstration of safe progressions in the water</li> <li>• Maintenance of pre-post testing and exercise records.</li> <li>• Develop lifelong fitness, health and wellness.</li> <li>• Experience the relationship of the mind, body and spirit.</li> </ul>

Reason for the new course	With the new repeatability rules, we need three levels of Aquatic Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree
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Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	<b>AAOT Foundational Requirement - Health/Wellness/Fitness:</b> One or more courses totaling at least three credits: 3 PE courses.
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

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

## Portland Community College

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

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Christine Manning, 971-722-3806 mchristine.manning@pcc.edu
Course Prefix and Number:	PE 130 E	# Credits:	
Course Title: (60 characters max)	Adapted Aquatic Physical Education II	Transcript Title (30 characters max)	Aquatic Adapted Physical Education II
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title: PE 130 E Aquatic Adapted Physical Education II	
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin 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 individuals with acute or chronic injuries or disabilities a physical education class to add to already improving fitness, health and overall wellness through structures water exercise. Will learn additional knowledge and skills needed to perform safe and proper group and individual fitness exercises in the water. Introduces water activities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.		

Addendum to Course Description:	Appropriate swim clothing is required along with aquatic shoes. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:  
(Use observable and measurable verbs)

1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime.
2. Continue to develop their own adapted water activities including cardiorespiratory fitness, muscle fitness and flexibility.
3. Assess community group and individual water exercise programs appropriate for their various injuries or disabilities.
4. Design own program for at least one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)

Course activities and design:  
(from CCOG)

Swim classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.

Outcomes assessment strategies:

- Individualized pre and post testing with record keeping
- Exercise records and logs

Course Content:  
Themes, Concepts, Issues and Skills:  
(from CCOG)

- Aquatic warm-up and cool-down routines
- Appropriate water exercises to promote cardiovascular fitness.
- Appropriate water exercises to promote muscular strength and endurance.
- Appropriate water exercises to promote flexibility.
- Participation in individualized rehabilitation exercises.
- Demonstration of safe progressions in the water
- Demonstration of ability to design own workout program in at least one component of



	fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.) <ul style="list-style-type: none"> <li>• Maintenance of pre-post testing and exercise records.</li> <li>• Develop lifelong fitness, health and wellness.</li> <li>• Experience the relationship of the mind, body and spirit.</li> </ul>
Reason for the new course	With the new repeatability rules, we need three levels of Aquatic Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree

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

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



Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 4 Department Review</b>	
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 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Physical Education	Submitter name Phone Email	Christine Manning, 971-722-3806 mchristine.manning@pcc.edu
Course Prefix and Number:	PE 130F	# Credits:	1
Course Title: (60 characters max)	Aquatic Adapted Physical Education III	Transcript Title (30 characters max)	Aquatic Adapted Physical Education III
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title: 130 F: Aquatic Adaptive Physical Education III
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Begin 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 individuals with acute or chronic injuries or disabilities a physical education class to add to already improving fitness, health and overall wellness through structured water exercise. Will learn additional knowledge and skills needed to perform safe and proper group and individual fitness exercises in the water. Introduces water activities to promote and emphasize cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.		

Addendum to Course Description:	Appropriate clothing is required along with proper footwear. Students may be asked to provide communication from physicians or other medical professionals who might assist with planning an appropriate exercise program.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ol style="list-style-type: none"> <li>1. Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime.</li> <li>2. Continue to develop adapted water activities to challenge themselves including cardiorespiratory fitness, muscle fitness and flexibility.</li> <li>3. Assess and participate in community group and individual water exercise programs appropriate for their various injuries or disabilities.</li> <li>4. Design own program for at least two components of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)</li> </ol>
Course activities and design: (from CCOG)	Swim classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• Individualized pre and post testing with record keeping</li> <li>• Exercise records and logs</li> </ul>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<ul style="list-style-type: none"> <li>• Aquatic warm-up and cool-down routines</li> <li>• Appropriate water exercises to promote cardiovascular fitness.</li> <li>• Appropriate water exercises to promote muscular strength and endurance.</li> <li>• Appropriate water exercises to promote flexibility.</li> <li>• Participation in individualized rehabilitation exercises.</li> <li>• Demonstration of safe progressions in the water</li> <li>• Demonstration of ability to design own workout program in at least two components of</li> </ul>

	fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.) <ul style="list-style-type: none"> <li>• Maintenance of pre-post testing and exercise records.</li> <li>• Develop lifelong fitness, health and wellness.</li> <li>• Experience the relationship of the mind, body and spirit.</li> </ul>
Reason for the new course	With the new repeatability rules, we need three levels of Aquatic Adaptive PE to allow disabled students to achieve their PE credits needed for their transfer degree

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

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

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 4 Department Review</b>	
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 <sup>th</sup> floor.	

## Portland Community College

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

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

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Delia McQueen 971-722-7441 delia.mcqueen@pcc.edu
Course Prefix and Number:	PE140A	# Credits:	1
Course Title: 60 characters max	Zumba Fitness Gold	Transcript Title (30 characters max)	Zumba Fitness Gold
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours: PER TERM	Lecture: Lec/lab: Lab: 30

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title  
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Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	
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Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Introduces a slower paced Zumba Fitness Class. The Zumba music is the same but the steps are taught at half paced which beginners and those who prefer an easier and low impact workout can follow. Promotes improved cardiorespiratory conditioning, muscle endurance flexibility and/or body composition.
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**General Education/Discipline Studies Standard Prerequisite Approval**

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

these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website [pcc.edu/curriculum](http://pcc.edu/curriculum)

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to  
Course  
Description:

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

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- Will know the benefits of physical conditioning, including cardiorespiratory fitness, muscle strength, balance, agility and flexibility
- Performing safe and effective Zumba GOLD exercises that will continue a lifelong fitness program.
- To continue to practice fitness principles started in Zumba Gold

Course  
activities and  
design:  
(from CCOG)

- \*Improvement of overall physical conditioning through Zumba participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and flexibility
- \*Perform safe and effective Zumba fitness exercise
- \*Identify different rhythms, step patterns, and the techniques associated with those rhythms
- \*Develop lifelong fitness, health and wellness

Outcomes  
assessment  
strategies:

- \*Pre/post fitness testing
- \*Individual fitness programs
- \*Active participation/effort
- \*Demonstrations of proficiency
- \*Written assignments and/or exams

Course  
Content:  
Themes,  
Concepts,  
Issues and  
Skills:  
(from CCOG they  
should be  
connected to the  
outcomes)

- \*Practice safe and effective warm-ups and cool downs
- \*Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method
- \*Components of fitness-related physical fitness and their benefits for lifelong fitness
- \*Principles of exercise training
- \*Personal fitness assessment
- \*Goal-setting for fitness
- \*Personal fitness program design
- \*Modify exercises and activities for varying physical conditions and individual fitness level
- \*Body mechanics-proper body alignment

Reason for the  
new course

Addition of a slower paced Zumba course to allow all participants enjoy Zumba fitness.

## Section #2 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, OSU, WOU, SOU
How does it transfer Check all that apply	<input type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input type="checkbox"/> No

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

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



prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
--	--

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Delia McQueen 971-722-7441 delia.mcqueen@pcc.edu
Course Prefix and Number:	PE 140B	# Credits:	1
Course Title: 60 characters max	Zumba Fitness I	Transcript Title (30 characters max)	Zumba Fitness I
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	Yes <input checked="" type="checkbox"/> No How many times? 2	Contact hours: PER TERM	Lecture:0 Lec/lab:0 Lab: 30

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>
Pass/No pass	X	<input type="checkbox"/>
Audit in consultation with faculty	X	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	X Yes <input type="checkbox"/> No	Course Number and Title PE 182Z Zumba Fitness
---	--------------------------------------	--

Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	\$12	
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Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	*Introduces Zumba Fitness to improve health and overall wellness. *Teaches safe and proper rhythmic exercises and dance/aerobic moves set to Latin and International music. *Promotes improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.
--	--

**General Education/Discipline Studies Standard Prerequisite Approval**

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to  
Course  
Description:

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

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

- \*Introduces Zumba Fitness to improve health and overall wellness.
- \*Teaches safe and proper rhythmic exercises and dance/aerobic moves set to Latin and other International music.
- \*Promotes improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.

Course  
activities and  
design:  
(from CCOG)

- \*Improvement of overall physical conditioning through Sumba Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and flexibility
- \*Perform safe and effective Zumba fitness exercises
- \*Identify different rhythms, step patterns and the techniques associated with those rhythms
- \*Develop a lifelong fitness, health and wellness

Outcomes  
assessment  
strategies:

- \*Pre/post fitness testing
- \*Individual fitness programs
- \*Active participation/effort
- \*Demonstrations of proficiency
- \*Personal program records/portfolios
- \*Written assignments and/or exams

Course  
Content:  
Themes,  
Concepts,  
Issues and  
Skills:  
(from CCOG they  
should be  
connected to the  
outcomes)

- \*Practice safe and effective warm-ups and cool-downs
- \*Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method
- \*Components of fitness-related physical fitness and their benefits for lifelong fitness
- \*Principles of exercise training
- \*Personal fitness assessment
- \*Goal-setting for fitness
- \*Personal fitness program design
- \*Modify exercises and activities for varying physical conditions and individual fitness level
- \*Body mechanics-proper body alignment

Reason for the  
new course

Change the name of class from Zumba Fitness to Zumba Fitness I.

## Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

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

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

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	<a href="mailto:lquery@pcc.edu">lquery@pcc.edu</a>
SAC Administrative Liaison	Email
Jen Piper	Jennifer.piper1@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

**Section #1 General Information**

Department:	Physical Education	Submitter name Phone Email	Delia McQueen 971-722-7441 delia.mcqueen@pcc.edu
Course Prefix and Number:	140C	# Credits:	1
Course Title: 60 characters max	Zumba Fitness II	Transcript Title (30 characters max)	Zumba Fitness II
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many times? 2	Contact hours: PER TERM	Lecture:0 Lec/lab:0 Lab: 30

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>
Pass/No pass	X	<input type="checkbox"/>
Audit in consultation with faculty	X	<input type="checkbox"/>

Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE 182Z Zumba Fitness
---	--	--

Course fee: <b>Identify only fees that are above and beyond the usual PCC fees</b>	\$12	
--	------	--

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Expands knowledge, application and skills of Zumba Fitness. Continues fundamental techniques learned in Zumba Fitness I. Promotes continued improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.
--	--

**General Education/Discipline Studies Standard Prerequisite Approval**

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

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

Addendum to  
Course  
Description:

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

Learning  
Outcomes:  
(Use observable  
and measurable  
verbs)

Will know the benefits of cardiorespiratory fitness and muscular endurance as attained in Zumba  
Can apply skills from Zumba II to continue lifelong fitness  
\*Continue to practice fitness principles started in Zumba II  
\* Promotes continued improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.

Course  
activities and  
design:  
(from CCOG)

\*Continued improvement of overall physical conditioning through Zumba Fitness participation, including but not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and flexibility  
\*Perform safe and effective Zumba fitness exercises  
\*Identify different rhythms, step patterns and the techniques associated with those rhythms  
\*Develop a lifelong fitness, health and wellness

Outcomes  
assessment  
strategies:

\*Pre/post fitness testing  
\*Individual fitness programs  
\*Active participation/effort  
\*Demonstrations of proficiency  
\*Personal program records/portfolios  
\*Written assignments and/or exams

Course  
Content:  
Themes,  
Concepts,  
Issues and  
Skills:  
(from CCOG they  
should be  
connected to the  
outcomes)

\*Practice safe and effective warm-ups and cool-downs  
\*Intensity monitoring via target heart rate, Rate of Perceived Exertion (RPE) and talk test method  
\*Components of fitness-related physical fitness and their benefits for lifelong fitness  
\*Principles of exercise training  
\*Personal fitness assessment  
\*Goal-setting for fitness  
\*Personal fitness program design  
\*Modify exercises and activities for varying physical conditions and individual fitness level  
\*Body mechanics-proper body alignment

Reason for the  
new course

\*Continued knowledge and enhance the skills learned in Zumba Fitness I.  
\*Further develop the fundamental techniques of rhythmic exercise.

## Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	This is a continuation of Zumba Fitness I	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe	The PE SAC that having 3 zumba fills the need for the unfit student to have classes they can take for their physical education.	



the nature of acknowledgements or agreements that have been reached.	
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Levi Query	lquery@pcc.edu
SAC Administrative Liaison	Email
Jen Piper	<a href="mailto:Jennifer.piper1@pcc.edu">Jennifer.piper1@pcc.edu</a>
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 <a href="mailto:heidi.diaz@pcc.edu">heidi.diaz@pcc.edu</a>
Course Prefix and Number:	D130A	# Credits:	1
Course Title: (60 characters max)	Modern I –first term	Transcript Title (30 characters max)	Modern I –first term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121A-Modern I-First term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces fundamentals of Modern Dance technique with a focus on correct alignment, development of strength, flexibility, range of motion, and stability, and dance specific terminology. Audit available.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
None – please explain	This is an introductory course with no prerequisites.

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>• Apply lessons in basic anatomy, safe practices, and injury prevention in order to improve wellbeing and make informed choices</li> <li>• Engage in and appreciate different forms of artistic expression</li> <li>• Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques  Other outcome assessment strategies may include: Creative project Class discussion Written exam
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Modern Dance Learn and apply safe practices related to technical training in dance Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out)

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

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

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	

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
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 130B	# Credits:	1
Course Title: (60 characters max)	Modern I- second term	Transcript Title (30 characters max)	Modern I- second term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121B-Modern I-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores concepts of beginning Modern Dance with a focus on correct alignment, form, musicality and moving with greater awareness. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D130A or PE121A	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Written reviews/critiques  Other outcome assessment strategies may include: Creative project Class discussion Written exam
Course Content: Themes, Concepts,	Demonstrate beginning level skills in sequencing Introduce changes in levels in space Utilize axial and locomotor movements

Issues and Skills: (from CCOG)	<p>Further examine use of line and shape</p> <p>Adapt choreography to varying tempos, kinds of music, etc.</p> <p>Explore musicality at a beginning level</p> <p>Apply instructor and peer feedback to improve performance</p> <p>Work from internally and externally rotated positions</p> <p>Articulation of the spine</p> <p>Demonstrate spatial awareness</p>
Reason for the new course	Reworking repeatable courses.

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC170 (U of O), D180 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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



Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

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.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013

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

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 131A	# Credits:	1
Course Title: (60 characters max)	Modern II- first term	Transcript Title (30 characters max)	Modern II- first term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121C-Modern II-first
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D130B or PE121B	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Application instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes, Concepts,	Demonstrate beginning/intermediate skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements

Issues and Skills: (from CCOG)	<p>Further examine use of line and shape</p> <p>Adapt choreography to varying tempos, kinds of music, etc.</p> <p>Explore musicality at a beginning/intermediate level</p> <p>Apply instructor and peer feedback to improve performance</p> <p>Work from internally and externally rotated positions</p> <p>Articulation of the spine</p> <p>Demonstrate spatial awareness and ensemble thinking skills</p> <p>Body part vs whole</p> <p>Demonstrate different movement qualities: percussive, swinging, sustained, etc.</p>
Reason for the new course	Reworking repeatable courses.

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

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

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 131B	# Credits:	1
Course Title: (60 characters max)	Modern II- second term	Transcript Title (30 characters max)	Modern II- second term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121D-Modern II-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, ensemble work, and functional technique. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D131A or PE121C	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam Written review/critique OR performance in PCC dance concert or event
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Demonstrate intermediate skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at an intermediate level Apply instructor and peer feedback to improve performance

	Work from internally and externally rotated positions Create a more complete self-image Demonstrate spatial awareness Body part vs whole Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively both individually as well as in groups
Reason for the new course	Reworking repeatable courses.

## Section #2 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	U of O, WOU
How does it transfer Check all that apply	x required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> 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 <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	



Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013

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

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D190A	# Credits:	1
Course Title: (60 characters max)	Ballet I- first term	Transcript Title (30 characters max)	Ballet I- first term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE120A-Ballet I-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		x	x
Pass/No pass		x	<input type="checkbox"/>
Audit in consultation with faculty		x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces fundamentals of Ballet technique with a focus on correct alignment, development of strength, flexibility, range of motion, stability, and Ballet terminology. Audit available.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:  
(Use observable and measurable verbs)

- Apply lessons in basic anatomy, safe practices, and injury prevention in order to improve wellbeing and make informed choices
- Engage in and appreciate different forms of artistic expression
- Listen and question as appropriate

Course activities and design:  
(from CCOG)

Barre work  
Center Work  
Adagio  
Traveling and linking steps  
French terminology  
Dance class etiquette

Outcomes assessment strategies:

Participation  
Vocabulary Exam  
  
Other outcome assessment strategies may include:  
Written reviews/critiques  
Creative project  
Class discussion  
Written exam

Course Content:  
Themes,  
Concepts,  
Issues and

Explore the fundamentals of Ballet technique  
Learn and apply safe practices related to technical training in dance  
Apply feedback given to foster improvement of technique

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.	

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013

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

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

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D190B	# Credits:	1
Course Title: (60 characters max)	Ballet I- second term	Transcript Title (30 characters max)	Ballet I- second term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE120B-Ballet I-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		x	x
Pass/No pass		x	<input type="checkbox"/>
Audit in consultation with faculty		x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores concepts of beginning Ballet with a focus on correct alignment, form, musicality and moving with greater awareness. Provides a foundation for Ballet II. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Listen and question as appropriate</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Adagio Simple Jumps Basic turns Traveling and linking steps French terminology Dance class etiquette
Outcomes assessment strategies:	Participation Vocabulary Exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content:	Explore the fundamentals of Ballet technique Learn and apply safe practices related to technical training in dance

Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a>	Apply feedback given to foster improvement of technique Identify and use internal and external rotation in the hips (parallel and turn-out) as well as the various positions of the feet Identify and use basic port de bras Beginning musicality Examine line and shape Execute simple jumps and turns Utilize axial and locomotor movements Adapt to varying tempos and changes in music Prepare students to advance to Ballet II
Reason for the new course	Reworking repeatable courses

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

## Section #3 Additional Information for new LDC courses



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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D191A	# Credits:	1
Course Title: (60 characters max)	Ballet II- first term	Transcript Title (30 characters max)	Ballet II-first term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE 120 C Ballet II – first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:

☐ Placement into:

course prefix & number: D190B

☐ x Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:  
(Use observable and measurable verbs)

- Engage in and appreciate different forms of artistic expression
- Promote health and wellbeing via physical activity, self-expression, and group interaction
- Appraise own skills and abilities

Course activities and design:  
(from CCOG)

Barre work  
Center Work  
Basic positions of the body  
Fixed points of the studio or stage  
Adagio  
Jumps  
Basic turns  
Traveling and linking steps  
Allegro (petit and grand)

Outcomes assessment strategies:

Participation  
Practical exam  
  
Other outcome assessment strategies may include:  
Written reviews/critiques  
Creative project  
Class discussion  
Written exam

Course

Demonstrate beginning/intermediate skills in sequencing

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available 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.		
<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair (type name)	Email	
Heidi Dyer	<a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a>	
SAC Administrative Liaison (type name)	Email	
Gene Flores	<a href="mailto:Gene.flores@pcc.edu">Gene.flores@pcc.edu</a>	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		



## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D191B	# Credits:	1
Course Title: (60 characters max)	Ballet II- second term	Transcript Title (30 characters max)	Ballet II-second term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE 120D – Ballet II – second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		x	x
Pass/No pass		x	<input type="checkbox"/>
Audit in consultation with faculty		x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D191A	<input type="checkbox"/> x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Apply feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Intermediate Jumps and Turns Traveling and linking steps Allegro (petit and grand)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course	Demonstrate beginning/intermediate skills in sequencing



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

## Section #2 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	U of O, WOU
How does it transfer Check all that apply	x required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D186 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form x No

<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available 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.		
<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair (type name)	Email	
Heidi Dyer	<a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a>	
SAC Administrative Liaison (type name)	Email	
Gene Flores	<a href="mailto:Gene.flores@pcc.edu">Gene.flores@pcc.edu</a>	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		



## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 209	# Credits:	1
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Requires audition for admission.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x Placement into: D209 (audition required)		<input type="checkbox"/> Placement into:	
course prefix & number:	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage the imagination to explore new possibilities</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with competence</li> <li>Engage in and appreciate different forms of artistic expression</li> </ul>
Course activities and design: (from CCOG)	Warm up Review choreography (or structure) Introduce and/or create new choreography (or movement material) Apply feedback to improve performance Observation and discussion Journaling or notes may be used
Outcomes assessment strategies:	Rehearsal Performance Performance Review/Critique
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Develop productive rehearsal and performance techniques Contribute to rehearsal and performance process Choreographing or developing material from a source/focus Gain skills in collaboration and interpersonal communication Manipulation or adaptation of choreographic material Recording and applying feedback to improve performance Rehearsal preparation and focus Sound cues and musicality (when appropriate) Memorization of staging, cueing, entrances and exits Communication of choreographic intent

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

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

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 210	# Credits:	2
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 60
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research. Requires audition for admission.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x Placement into: D210 (audition required)		<input type="checkbox"/> Placement into:	
course prefix & number:	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage the imagination to explore new possibilities</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with increasing competence</li> <li>Engage in and appreciate different forms of artistic expression</li> </ul>
Course activities and design: (from CCOG)	Warm up Review choreography (or structure) Introduce and/or create new choreography (or movement material) Apply feedback to improve performance Observation and discussion Journaling or notes may be used
Outcomes assessment strategies:	Rehearsal Performance Performance Review/Critique  Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation
Course Content: Themes, Concepts, Issues and Skills:	Develop productive rehearsal and performance techniques Contribute to rehearsal and performance process Choreographing or developing material from a source/focus Gain skills in collaboration and interpersonal communication Manipulation or adaptation of choreographic material

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D 199
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013

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

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 211	# Credits:	3
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 90
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research, presentation, and community interaction. Requires audition for admission.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x Placement into: D211 (audition required)		<input type="checkbox"/> Placement into:	
course prefix & number:	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage the imagination to explore new possibilities</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with increasing competence</li> <li>Organize and deliver verbal and non-verbal messages for effective audience reception and retention.</li> </ul>
Course activities and design: (from CCOG)	Warm up Review choreography (or structure) Introduce and/or create new choreography (or movement material) Apply feedback to improve performance Observation and discussion Journaling or notes may be used
Outcomes assessment strategies:	Rehearsal Performance Performance Review/Critique  Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation Choreographer interview Choreography showing
Course Content:	Develop productive rehearsal and performance techniques Contribute to rehearsal and performance process

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

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

## Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 230A	# Credits:	1
Course Title: (60 characters max)	Modern III- first term	Transcript Title (30 characters max)	Modern III- first term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121E-Modern III-first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique, and performance. May be audited.		



Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D131B or PE121D	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with competence</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes,	Demonstrate intermediate/advanced skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the University?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	



## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 230B	# Credits:	1
Course Title: (60 characters max)	Modern III- second term	Transcript Title (30 characters max)	Modern III- second term
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes No	Course Number and Title PE121F-Modern III-second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on applying techniques and skills to enhance performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D230A or PE121E	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Appraise own skills and abilities</li> <li>Perform tasks, procedures, and processes with increasing competence</li> </ul>
Course activities and design: (from CCOG)	Concept-based class structure Body-Mind work to increase kinesthetic awareness Warm-up Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down
Outcomes assessment strategies:	Participation Practical Exam AND one of the following: Written review/critique OR Performance in a PCC showing or concert
Course Content: Themes,	Demonstrate advanced skills in sequencing Continue working with changes in levels Utilize axial and locomotor movements

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

Section #2 Transferability	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.</p> <p>1. Is there an equivalent lower division course at the University?</p> <p>2. Will a department accept the course for its major or minor requirements?</p> <p>3. Will the course be accepted as part of the University's distribution requirements?</p> <p>If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE	
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE	
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	





## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 260	# Credits:	1
Course Title: (60 characters max)	Dance Improvisation	Transcript Title (30 characters max)	Dance Improvisation
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture:  Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces beginning skills in dance improvisation through the exploration of structured and open improvisations, scores, games, and group observation and discussion. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number:	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>• Use improvisational skills to foster creativity, spontaneity, and interpersonal communication</li> <li>• Engage in and appreciate different forms of artistic expression</li> <li>• Promote health and wellbeing via physical activity, self-expression, and group interaction</li> </ul>
Course activities and design: (from CCOG)	Warm up Introduction or review of new concept Exploration of new concept via games and open and/or structured improvisations Observation and discussion May include journaling
Outcomes assessment strategies:	Participation Creation of a group or solo score  Other assessment strategies may include: Group or solo performance Research paper/project
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Exploration of different movement choices Ensemble work Solo work Structured improvisations working from a score Open improvisations Site-specific improvisations Contact improvisation Incorporating language, sound, and/or text Peer observation and feedback

	Class discussion
Reason for the new course	Reworking repeatable courses.

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

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

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

Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
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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
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
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Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available: Fall 2013
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D 261	# Credits:	1
Course Title: (60 characters max)	Dance Improvisation	Transcript Title (30 characters max)	Dance Improvisation
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues to develop skills in dance improvisation through the exploration of structured and open improvisations, scores, games, and group observation and discussion. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D260	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>• Use improvisational skills to foster creativity, spontaneity, and interpersonal communication</li> <li>• Engage in and appreciate different forms of artistic expression</li> <li>• Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>• Respond to feedback to improve performance</li> </ul>
Course activities and design: (from CCOG)	Warm up Introduction or review of new concept Exploration of new concept via games and open and/or structured improvisations Observation and discussion May include journaling
Outcomes assessment strategies:	Participation Creation of a group or solo score AND one of the following: Group or solo performance Research paper/project
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Exploration of different movement choices Ensemble work Solo work Structured improvisations working from a score Open improvisations Site-specific improvisations Contact improvisation Incorporating language, sound, and/or text Peer observation and feedback Class discussion

Reason for the new course	Reworking repeatable courses.
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### 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	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	DANC271 (U of O), D260 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in	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.	n/a
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
--	----

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

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 <a href="mailto:heidi.diaz@pcc.edu">heidi.diaz@pcc.edu</a>
Course Prefix and Number:	D280	# Credits:	4
Course Title: (60 characters max)	Dance and Hip Hop Culture	Transcript Title (30 characters max)	Dance and Hip Hop Culture
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	x	x
	Pass/No pass	x	<input type="checkbox"/>
	Audit in consultation with faculty	x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Examines the historical, artistic, social, and cultural relevance of Hip Hop both in the U.S. and abroad. Using the four elements of Hip Hop as a foundation, we will explore a variety of topics with an emphasis on dance.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

<input type="checkbox"/> Placement into:	<input type="checkbox"/> Placement into:
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> pre/co
None – please explain	

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in, and/or appreciate different forms of creative and artistic expression, connecting personal responses to a broader context.</li> <li>Explain how personal and formal factors shape one’s own responses to various forms of art.</li> <li>Formulate and articulate ideas through writing and discussion.</li> <li>Identify and acknowledge cultural perspectives and values different from their own.</li> </ul>
Course activities and design: (from CCOG)	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	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input checked="" type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No

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

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

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Heidi Dyer	Heidi.diaz@pcc.edu
SAC Administrative Liaison (type name)	Email
Gene Flores	Gene.flores@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.	

## Portland Community College

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

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D290A	# Credits:	1
Course Title: (60 characters max)	Ballet III-first term	Transcript Title (30 characters max)	Ballet III-first term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE 120E – Ballet III – first term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	x	x	
Pass/No pass	x	<input type="checkbox"/>	
Audit in consultation with faculty	x	<input type="checkbox"/>	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique and performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D191B	<input type="checkbox"/> x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Apply feedback to improve performance</li> <li>Perform tasks, procedures, and processes with competence</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes,	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement

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

## Section #2 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	U of O, WOU
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" type="checkbox"/> No



<b>Section #3 Additional Information for new LDC courses</b>		
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit) <input type="checkbox"/> other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
<b>Impact on other Programs and Departments</b>		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term AFTER the next available 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.		
<b>Section # 4 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair (type name)	Email	
Heidi Dyer	<a href="mailto:Heidi.diaz@pcc.edu">Heidi.diaz@pcc.edu</a>	
SAC Administrative Liaison (type name)	Email	
Gene Flores	<a href="mailto:Gene.flores@pcc.edu">Gene.flores@pcc.edu</a>	
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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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D290B	# Credits:	1
Course Title: (60 characters max)	Ballet III-second term	Transcript Title (30 characters max)	Ballet III-second term
Can this course be repeated? <b>PCC default is 0 repeats</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PE 120F – Ballet III – second term
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		x	x
Pass/No pass		x	<input type="checkbox"/>
Audit in consultation with faculty		x	<input type="checkbox"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate/Advanced level with a focus on increasingly complicated choreography and the expression and communication of Ballet in performance. May be audited.		

Addendum to Course Description:	
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: D290A	<input type="checkbox"/> x Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
None – please explain			

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

Learning Outcomes: (Use observable and measurable verbs)	<ul style="list-style-type: none"> <li>Engage in and appreciate different forms of artistic expression</li> <li>Promote health and wellbeing via physical activity, self-expression, and group interaction</li> <li>Apply feedback to improve performance</li> <li>Perform tasks, procedures, and processes with increasing competence</li> </ul>
Course activities and design: (from CCOG)	Barre work Center Work Grand Adagio Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc)
Outcomes assessment strategies:	Participation Practical exam  Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam
Course Content: Themes,	Demonstrate Intermediate/Advanced skills in sequencing Clearly apply body positions, facings, port de bras, and epaulement

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

## Section #2 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.

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

Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	x required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form x No

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

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



## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 203	Proposed prefix and number	
Current course title	Principles of Economics: Applications to Economic Issues	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This is an economic issues course that covers specific topics in some depth. Topics covered change with current events and instructor interest and may include: International trade and finance; energy and resource economics; poverty, discrimination, and income	Covers economic topics related to current events. Includes International trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic development; financial market instability; environmental and sustainability issues; government and



distribution in national economies and the global economy; economic development; financial market instability; environmental and sustainability issues; government and central bank policies and competing ideologies; other current or relevant topics. Recommended: MTH95. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores, and EC200 or EC201 or EC202.	central bank policies and competing ideologies; other current or relevant topics.
Reason for change	Improve the current 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 <a href="#">writing good outcomes</a> .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> <li>1. To read news, magazine or journal articles about specific economic issues with confidence.</li> <li>2. To approach economic issues with an educated, critical and open mind.</li> <li>3. To effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>4. To be an active participant in the political process by utilizing an objective understanding of the various aspects of economic issues.</li> <li>5. To complete additional courses including economics at the sophomore level and above; to successfully transfer to a four-year institution of higher education.</li> <li>6. To be an active participant in the global community by utilizing an objective understanding of international economic issues and problems facing people the developing countries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Be better equipped to filter news and media based information by applying a more complete understanding of the different paradigmatic perspectives regarding current economic issues.</li> <li>4. Further develop civic understanding by virtue of greater awareness of the different public policy options for addressing economic issues and problems.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>
Reason for change	Improve learning outcomes.

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

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

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

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Justin A. Elardo	<a href="mailto:Justin.elardo@pcc.edu">Justin.elardo@pcc.edu</a>	12/18/2012
SAC Administrative Liaison (type name)	Email	Date

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

## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 216	Proposed prefix and number	
Current course title	Labor Markets: Economics of Gender, Race, and Work	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)
The study of labor markets with emphasis on the economic status of women and their decisions about work and family. Topics of study include: recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply	Covers topics related to labor markets with emphasis on the economic status of women and their decisions about work and family. Includes recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply decisions; human capital theory; racial discrimination; economics of marriage and household

decisions; human capital theory; racial discrimination; economics of marriage and household decisions. Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	decisions.
Reason for change	Improve the current 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
<ol style="list-style-type: none"> <li>1. Be able to identify the changing forces, such as demographics, that shape the U.S. labor market trends.</li> <li>2. Explain the nature and causes of occupational segregation and the gender pay gap.</li> <li>3. Express the knowledge about factors that affect labor supply decisions for women vis-à-vis their men’s counterparts.</li> <li>4. Understand the household as an economic unit and explain their knowledge about the link between division of labor within the household and income or occupation.</li> <li>5. Be able to understand the trends in racial inequalities, and the changes in family structures among black Americans.</li> <li>6. Be able to understand the goals and objectives of unions and their effects in our economy.</li> <li>7. Explain the nature and causes of unemployment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about recent labor market trends and their implications for families and women in particular.</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Understand different paradigmatic perspectives regarding the household as an economic unit; and how gender and division of labor within the household affects labor supply decisions and income.</li> <li>4. Enhance civic engagement by developing a deeper awareness of the different public policy options for addressing the gender gap and its causes with respect to income, occupation, and human capital differences.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>
Reason for change	Improve learning 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites -			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites -			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Justin A. Elardo	<a href="mailto:Justin.elardo@pcc.edu">Justin.elardo@pcc.edu</a>	12/18/2012
SAC Administrative Liaison (type name)	Email	Date

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## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 230	Proposed prefix and number	
Current course title	Contemporary World Economic Issues: International Economics	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)
Selected issues and problems related to international economics and international economic institutions. This includes trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern	Covers issues and problems related to international economics and international economic institutions. Includes trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies, economic development and problems of



European economies, economic development and problems of developing nations. Prerequisites: WR 115, RD 115, and MTH 95 or equivalent placement test scores, and EC 200 or EC 201 or EC 202.	developing nations.
Reason for change	Improve the current 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
<ol style="list-style-type: none"> <li>1. To read news, magazine or journal articles about specific economic issues with confidence.</li> <li>2. To approach economic issues with an educated, critical and open mind.</li> <li>3. To effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>4. To be an active participant in the political process by utilizing an objective understanding of the various aspects of economic issues.</li> <li>5. To complete additional courses including economics at the sophomore level and above; to successfully transfer to a four-year institution of higher education.</li> <li>6. To be an active participant in the global community by utilizing an objective understanding of international economic issues and problems facing people the developing countries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about the global economy.</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Understand different paradigmatic perspectives regarding international trade and economic development.</li> <li>4. Enhance civic engagement by applying a deeper awareness of the different public policy options for addressing challenges associated with economic development.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>
Reason for change	Improve learning outcomes.

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

**Current prerequisites, corequisites and concurrent**

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

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

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

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

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Justin A. Elardo	<a href="mailto:Justin.elardo@pcc.edu">Justin.elardo@pcc.edu</a>	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		



## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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

## Section #1 General Information

Department	Social Sciences: Economics	Submitter name	Justin A. Elardo
		Phone	971-722-5220
		Email	Justin.elardo@pcc.edu
Current prefix and number	EC 285	Proposed prefix and number	
Current course title	Introduction to Political Economy	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This course examines the United States economy from a systems/ institutional perspective. With this approach, students will explore the key institutions that make up the U.S. economy including corporations, government, the market system, labor unions,	Covers specific topics related to the United States economy from a systems/institutional perspective. Includes key institutions that make up the U.S. economy including corporations, government, the market system, labor unions, monetary and financial institutions, and others. Examines three problem areas: environmental degradation

<p>monetary and financial institutions, and others. Students will also examine three problem areas: environmental degradation and resource depletion; social and political inequality; and economic instability. This course will also introduce possible solutions based on institutional change and development. Students will deepen their understanding of capitalism in America, as well as gain insights into developing viable economic alternatives based on principles of environmental sustainability, equity and economic stability. Recommended: MTH95. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores. It is assumed that the student will have reading, writing, and mathematics skills appropriate for coursework at the freshman college level.</p>	<p>and resource depletion; social and political inequality; and economic instability. Introduces possible solutions based on institutional change and develops viable economic alternatives based on principles of environmental sustainability, equity and economic stability.</p>
Reason for change	Improve the current 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
<ol style="list-style-type: none"> <li>1. Define political economy</li> <li>2. Define capitalism as an economic system</li> <li>3. Describe the salient features of a capitalist economy</li> <li>4. Apply lesson learned from a historical/evolutionary understanding of economic systems</li> <li>5. Evaluate arguments that apply to key economic issues</li> <li>6. Approach economic problems critically and creatively</li> <li>7. Evaluate the role of corporations in the U.S. economy</li> <li>8. Actively work toward solutions for key economic problems such as inequality, non-sustainability, resource depletion and instability.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about the salient features of a capitalist economy</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Understand different paradigmatic perspectives regarding capitalism as an economic system.</li> <li>4. Evaluate current public policy options including, but not restricted to, laws pertaining to the minimum wage and living wage, carbon taxes, and economic stimulus programs intended to mitigate economic problems such as inequality, non-sustainability, resource depletion and instability.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>

Reason for change	Improve learning outcomes.
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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 -

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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### 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes  
☐ no

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

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

Please provide details, who was contacted and the resolution.

☐ Yes  
☒ No

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Justin A. Elardo	<a href="mailto:Justin.elardo@pcc.edu">Justin.elardo@pcc.edu</a>	12/18/2012
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> floor.		

## Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

#### Note:

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

[General Education Request Information](#)

### 6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

### 7. Complete the following Course Information:

Course Prefix and Number:	EC 203	Course Title:	Principles of Economics: Applications to Economic Issues
Course Credits:	4	Gen Ed Category:	Social Science

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



Course Prefix and Number:		Course Title:	
Course Description:	Covers economic topics related to current events. Includes International trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic development; financial market instability; environmental and sustainability issues; government and central bank policies and competing ideologies; other current or relevant topics.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Be better equipped to filter news and media based information by applying a more complete understanding of the different paradigmatic perspectives regarding current economic issues.</li> <li>4. Further develop civic understanding by virtue of greater awareness of the different public policy options for addressing economic issues and problems.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>		

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	In this course, students apply the economic theory and models they learned in previous courses to contemporary social issues. Students discover how economic and social institutions influence economic choices both in the US and in other nations. Students gain a greater understanding of the degree to which the US relies upon markets, capitalism, planning, collective ownership and regulation as compared to other nations. They can relate the differences in economic institutions to the differences in economic
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	development, income per capita, income disparity, quality of public spaces, discrimination, access to education, sanitation and so on among nations.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The historical development of institutions within industrialized nations are compared and contrasted to the institutions in emerging and undeveloped nations. Students are asked to examine what went right and what went wrong in the past to facilitate or stymie economic development.
C. Understanding of themselves and/or their natural and technological environments.	Negative externalities that cause damage to the environment and the positive externalities from technology spillovers are examined. Environmental topics that can be included in this course: The generation and use of energy, the economy of nature, endangered species, transit systems, solid waste disposal, solid waste recycling, economic growth, population growth, and air & water pollution in general. Both the causes of negative externalities and the variety of potential solutions are presented. Students are asked to consider the impact of their own activities in both contributing to and abating these negative externalities. The interrelationships between emerging technologies and the natural environment are an important component in the rapidly evolving study of the best methods by which to internalize externalities.
D. Ability to reason qualitatively and/or quantitatively.	In Applications to Economics Issues students learn economic theory and current debates on the following topics: monetary and fiscal stabilization policies, international trade and globalization, international finance, financial markets, environmental economics and alternative energy sources, national and global income distributions, and development theory. Much of this subject matter requires students to reason both qualitatively and quantitatively. In international economics students will learn theories of international trade, how to identify and calculate comparative and absolute advantages, and to measure and compare trade balances within and between countries. Students will evaluate arguments for and against free trade and globalization paying attention to the estimated costs and benefits of trade as well as qualitative issues around trade and globalization. In the section on environmental economics students will learn how to identify and evaluate the costs and benefits of activities that have an environment impact. Students will identify trade-offs associated with current environment protection efforts and compare those to potential future costs of the alternative. In the section on income distribution students will calculate and compare gini indices for the United States and other countries and evaluate the economic costs and qualitative issues associated with inequality of income.
E. Ability to conceptually organize experience and discern its meaning.	As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 203, Principles of Economics: Applications to Economic Issues, course, many students already have preconceived notions of how the economic system functions, particularly with respect to issues such as International trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic

	development; financial market instability; and environmental sustainability. As such EC 203, Principles of Economics: Applications to Economic Issues, empowers students to understand their own experiences with the economy and society. For example, among many possible topics, an EC 203 student may emerge from the course having been exposed to a variety of arguments as to what is the cause as well as what are potential solutions for the existence and persistence of poverty in the United States. Given the wide range of possible topics, the EC 203 course provides students with an opportunity to compare and contrast their own experiences within the economic system against a wide variety of theoretical perspectives.
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F. Aesthetic and artistic values.	
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G. Understanding of the ethical and social requirements of responsible citizenship.	<p>Economics is a social science that deals with scarcity and choice. As a discipline, it is concerned not only with bread and butter issues such as prices, costs, profits, wages, taxes; but also with social issues like the environment, education, crime, transportation, housing, and income/wealth distribution among others. EC 203, Principles of Economics: Applications to Economic Issues, takes on a wide variety of issues such as International trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic development; financial market instability; and environmental sustainability. Although open to instructor discretion, an EC 203 student will be exposed any number of possible issues stipulated in the course description. Because each of the possible topics stipulated in the course description has an ethical and social consequence, students are confronted with the proposition that resolving issues of great social importance requires understanding the economic explanations for the existence and persistence of economic problems. For example, if students are confronted with the issue of income inequality, students will learn that some economic theories dismiss income inequality as an issue of social consequence, while other economic theories emphasize that income inequality may be socially and economically destabilizing. Through examination of issues such as income inequality, students have an opportunity to critically think and evaluate their own position on the issue. Ultimately, the student will come to better understand his/her role as a citizen in the economy.</p> <p>In addition to expanding their understanding of what it means to be a responsible citizen, EC 203, Principles of Economics: Applications to Economic Issues, empowers students to better understand what they are reading or listening to from the media about the economy. Given the above income inequality example, students will be able to filter and discern the diversity of opinions that they confront when they are exposed to media depictions of current events. By having their informational horizons broadened, students become more responsible citizens who are able to think critically and participate in the political process as a citizen.</p> <p>Lastly, EC 203, Principles of Economics: Applications to Economic Issues, assists students with respect to their understanding of the ethical issues and social responsibilities associated with the issue of externalities as they pertain to economic choices. The student will learn about positive and negative externalities that result from human activity. This lesson about externalities, and their effects on both individuals and the community at</p>
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	large, will help the student to act more responsibly and ethically as a consumer, producer, voter, and citizen.
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### Social Sciences

#### Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

#### Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

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

1. To read news, magazine or journal articles about specific economic issues with confidence.
2. To approach economic issues with an educated, critical and open mind.
3. To effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
4. To be an active participant in the political process by utilizing an objective understanding of the various aspects of economic issues.
5. To be an active participant in the global community by utilizing an objective understanding of international economic issues and problems facing people the developing countries.

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

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?\*\*

1. Students will be able apply their knowledge of specific economic topics in some depth that include: international trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic development; financial market instability; environmental and sustainability issues; government and central bank policies and competing ideologies; other current or relevant topics. Students will learn how their personal lives are affected by these issues as well as gain insights into human behavior.
2. Students will be able to use their analytical skills and knowledge to understand the social world around them particularly how international trade and finance, energy policies, discrimination, and other issues can affect our diverse population in different ways. Empowered with the knowledge in these areas will foster student's personal development.

How does the course enable a student to “apply

1. Students will develop their understanding of these various economic problems arising from trade, finance, energy, etc. affect their lives and

<p>knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**</p>	<p>economic behavior personally.</p> <p>2. Students will assess theories on international trade, finance, government policies, causes of poverty, and causes on income distribution inequality. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence.</p> <p>3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments</p> <p>4. Students will develop an understanding of the diversity of human experience as general economic conditions change with time. They will learn about how trade, energy policy, government policy, poverty, and inequality can affect different demographic groups in different ways, as well as regional differences.</p> <p>5. In this course, students will apply their knowledge and skills to a range of possible current economic issues mentioned in the outcomes statement above.</p>
<p><b>**Note:</b> Between your answers to the two outcomes questions above, you need to address all five criteria.</p>	

**Social Science General Education/Discipline Studies List Request Form**

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

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

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

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

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

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

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

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

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

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

**Note:**

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

[General Education Request Information](#)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

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

Course Prefix and Number:	EC 216	Course Title:	Labor Markets: Economics of Gender, Race, and Work
Course Credits:	4	Gen Ed Category:	Social Science

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



Course Prefix and Number:		Course Title:	
Course Description:	Covers topics related to labor markets with emphasis on the economic status of women and their decisions about work and family. Includes recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply decisions; human capital theory; racial discrimination; economics of marriage and household decisions.		
Course Outcomes:	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about recent labor market trends and their implications for families and women in particular.</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Understand different paradigmatic perspectives regarding the household as an economic unit; and how gender and division of labor within the household affects labor supply decisions and income.</li> <li>4. Enhance civic engagement by developing a deeper awareness of the different public policy options for addressing the gender gap and its causes with respect to income, occupation, and human capital differences.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>		

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

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	In this course, students apply the economic theory and models they learned in previous courses to labor market issues. Students discover how economic and social institutions influence economic outcomes on the basis of gender and race. Students gain a greater understanding of the degree to which issues such as gender pay gaps are culturally influenced. Students
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	are able to relate the differences in gender and racial wage disparities to the differences as they arise in other countries. Additionally, students confront how labor market issues are addressed in other countries in comparison to the United States.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	The historic evolution of the gender pay gap; women-men occupational differences; labor supply decisions; and racial discrimination plays an important role in explaining contemporary gender and racial labor market circumstances. The course also explores the historic role of the Civil Rights Act, as well as legislation designed to promote equal employment opportunity while discouraging discriminatory behavior. Students are asked to examine what went right and what went wrong in the past in order to better understand what actions may be necessary to alleviate discriminatory behavior in the labor market.
C. Understanding of themselves and/or their natural and technological environments.	The study of labor market issues gives students numerous opportunities to consider life outside of their familiar natural and technical environment. As an example, the burden of human reproduction is primarily an issue confronted by women. As such, a course about labor market issues will seek to address questions such as how does the need and desire for child bearing and raising impact how women are evaluated by the labor market? Additionally, working with new productive technology often times requires a unique set of labor market skills. Again, a labor market issues course will concern itself with discussing and describing how race or gender may be a factor in why some laborers are able to acquire new skills while others do not.
D. Ability to reason qualitatively and/or quantitatively.	In Labor Markets: Economics of Gender, Race, students use qualitative and quantitative reasoning to understand models of labor markets and the impact of discrimination, labor unions and other social trends on labor market outcomes such as employment and wages. Students will measure, calculate, and compare unemployment rates and other employment data by demographic group. Students will analyze recent labor markets trends and identify the impact of these trends on labor market outcomes specifically with respect to different demographic groups. Public policies to address labor market outcomes such as wages and employment opportunity will be evaluated.
E. Ability to conceptually organize experience and discern its meaning.	As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 216, Labor Markets: Economics of Gender, Race, and Work, course, many students already have preconceived notions of how the economic system rewards labor for their contribution to the production process. In particular, students are asked to explore the issue of whether or not discrimination plays a role in determining wages and salaries. For example, among many possible topics, an EC 216 student may emerge from the course having been exposed to a variety of arguments as to what is the cause as well as what are potential solutions for the existence and persistence of wage and salary differentials in the United States. Students will discover that economists provide a range of theoretical explanations for why discrimination may or may not be a persistent issue in the economy. Given the wide range of possible topics, the EC 216 course provides students with an opportunity to compare and contrast their own experiences with the labor market against a wide variety of theoretical



	perspectives.
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	EC 216, Labor Markets: Economics of Gender, Race, and Work, takes on a wide variety of issues such as recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply decisions; human capital theory; racial discrimination; economics of marriage and household decisions. Because each of the possible topics stipulated in the course description has an ethical and social consequence, students are confronted with the proposition that resolving issues of great social importance requires understanding the economic explanations for the existence and persistence of economic problems. For example, if students are confronted with the issue of a race or gender pay gap, students will learn that some economic theories dismiss discrimination as an issue of social consequence, while other economic theories emphasize that discrimination is present and requires the implementation of government policies in order to be rectified. Through examination of issues such as labor market discrimination students have an opportunity to critically think and evaluate their own position on the issue. Ultimately, the student will come to better understand his/her role as a citizen in the economy.

### Social Sciences

#### Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

#### Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	<ol style="list-style-type: none"> <li>1. To provide a general information about recent labor market trends and their implications for families and women in particular.</li> <li>2. To enhance students' understanding of the gender gap and its causes with respect to income, occupation, and human capital differences.</li> <li>3. To assist students to understand the household as an economic unit; and how gender and division of labor within the household affects labor supply decisions and income.</li> <li>4. To increase students' knowledge of the trend and extent of racial discrimination and inequality.</li> <li>5. To help students understand the role and the process of collective bargaining in the labor market.</li> </ol>
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|  | 6. To enrich students' knowledge of the causes and effects of unemployment, and unemployment policies. |
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**\*Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?\*\*

1. Students will be able apply their knowledge of specific economic topics particularly regarding emphasis on labor markets, the economic status of women and their decisions about work and family. Topics of study include: recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply decisions; human capital theory; racial discrimination; economics of marriage and household decisions.
2. Students will be able to use their analytical skills and knowledge to understand the social world around them particularly in issues related to gender. Both men and women, and people of all races, will be empowered with the knowledge in these areas in ways that will foster their personal development.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?\*\*

1. Students will develop their understanding of these various economic problems related to pay differences, occupational differences, labor market conditions, discrimination and other demographic, gender, or race-related issues and how these issues affect human behavior and personal lives.
2. Students will assess theories on the relationships between gender and race and inequality. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence.
3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments
4. Students will develop an understanding of the diversity of human experience as economic conditions in labor markets and business environments change with time with a specific emphasis on gender and race. They will learn about how market forces and institutions can affect different races and gender in different ways.
5. In this course, students will apply their knowledge and skills to a range of possible current economic issues mentioned in the outcomes statement above.

**\*\*Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.

## Social Science General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

#### Note:

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

[General Education Request Information](#)

### 6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

### 7. Complete the following Course Information:

Course Prefix and Number:	EC 230	Course Title:	Contemporary World Economic Issues: International Economics
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:		Course Title:	
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Course Description:	Covers issues and problems related to international economics and international economic institutions. Includes trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies, economic development and problems of developing nations.
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about the global economy.</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Understand different paradigmatic perspectives regarding international trade and economic development.</li> <li>4. Enhance civic engagement by applying a deeper awareness of the different public policy options for addressing challenges associated with economic development.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>
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#### 8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	All of economics is a study of cultural institutions. Economists focus on how to best design economic institutions that yield efficiency in production, consumption & distribution of goods & services while limited by the reality of scarce resources. In this course, students learn more about how US economic institutions vary from and are inter-related to economic institutions in other nations. Formal institutions such as the IMF, World Bank, the EU, the WTO, and the European Central Bank are studied. Informal institutional biases and myths about international trade are dissected. Students learn
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	that economic behavior that is acceptable in one nation is unacceptable in another nation. They learn goals that are a priority in one nation are ignored in others. For example, while employment of a 15-year old is considered child labor in the US is it considered essential in another nation where people don't have access to a public education and safe drinking water. Students learn that while giving (free) food-aid to people in a less-developed nation might seem "right," it destroys the ability of farmers in the receiving nation to earn an income and inhibits that nation's ability to advance.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Students are asked to compare the evolution of the US economy to that of other nations in an attempt to discover the underlying causes of global economic disparity. The influence of religious institutions, colonial history, political ideologies, and the availability of scarce resources throughout time are important factors in determining the level of economic development. One of the important differences between vibrant, developed nations and stagnant, underdeveloped nations is the treatment of women and the freedom women have to fully participate in the economy.
C. Understanding of themselves and/or their natural and technological environments.	The study of international economics gives students numerous opportunities to consider life outside of their familiar natural and technical environment. As an example, recycling is embraced to greater and lesser degrees in various regions and cities within the US. Those that support recycling do so out of a concern for the natural environment and future generations, considering a "smaller footprint" as something of a moral obligation. In less-developed nations, recycling waste is an economic necessity because nothing else is available and a "smaller footprint" is the only option. Students in the US are accustomed to having a plethora of electronic devices and choosing to use those devices for shopping and paying. The use of a fiat currency and electronic payments is what most students have become accustomed to. In this course, students are asked to contemplate what it is like to live with a barter system, rampant inflation rates, devalued currencies and other barriers to engaging in simple economic transactions.
D. Ability to reason qualitatively and/or quantitatively.	In Contemporary World Economic Issues: International Economics students learn how to calculate balances in both the current and capital accounts in the balance of payments accounts and understand both the quantitative and qualitative relationship between the two by studying accounting identities of these accounts. By comparing the structures of the economies of developed countries, transitional and developing countries, students will gain a qualitative understanding of the impact of these structures on economic performance of these countries. Students will compare currency systems such as floating vs fixed exchange rates and relate them to currency and monetary policies. Students will analyze the impact of trade policies and policies to increase development in developing countries students and evaluate the effectiveness these policies and measureable outcomes such as levels of international trade and gross domestic product.
E. Ability to conceptually organize experience and discern its meaning.	As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 230, Contemporary World Economic Issues: International Economics, course, many students already have preconceived notions of how the economic system functions, particularly with respect to issues such as trade and the balance of

	<p>payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies, economic development and problems of developing nations. As such the EC 230, Contemporary World Economic Issues: International Economics, course, empowers students to understand their own experiences with the global economy. For example, among many possible topics, an EC 230 student may emerge from the course having been exposed to a variety of arguments as to what are ways in which to encourage economic development, particularly within less developed nations. Overall, given the wide range of possible topics, the EC 230 course provides students an opportunity to reflect on their place in the global economy.</p>
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F. Aesthetic and artistic values.	
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G. Understanding of the ethical and social requirements of responsible citizenship.	<p>EC 230, Contemporary World Economic Issues: International Economics takes on a wide variety of issues such as trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies, economic development and problems of developing nations. Although open to instructor discretion, an EC 230 student will be exposed any number of possible issues stipulated in the course description. Because each of the possible topics stipulated in the course description has an ethical and social consequence, students are confronted with the proposition that resolving issues of great social importance requires understanding the economic explanations for the existence and persistence of economic problems. For example, if students are confronted with the issue of trade barriers, students will learn that some economic theories describe barriers to trade as ethically unsound because trade barriers raise prices and reduce access to products. Alternatively, some economists posit that trade barriers have been employed by policymakers as a mechanism to encourage economic development by protecting “infant industries.” Through examination of issues such as trade barriers students have an opportunity to critically think and evaluate their own position on the issue. Ultimately, the student will come to better understand his/her role as a citizen in the economy.</p> <p>In addition to expanding their understanding of what it means to be a responsible citizen, EC 230, Contemporary World Economic Issues: International Economics, empowers students to better understand what they are reading or listening to from the media about the economy. Given the above trade barrier example, students will be able to filter and discern the diversity of opinions that they confront when they are exposed to media depictions of current events. By having their informational horizons broadened, students become more responsible citizens who are able to think critically and participate in the political process as a citizen.</p> <p>Lastly, EC 230, Contemporary World Economic Issues: International Economics, assists students with respect to their understanding of the ethical issues and social responsibilities associated with the issue of environmental externalities as they pertain to global economic growth. The student will learn about positive and negative externalities that result from human economic activity. This lesson about externalities, and their effects on both individuals and the community at large, will help the student to act more responsibly and ethically as a consumer, producer, voter, and citizen.</p>
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## Social Sciences

### Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

### Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

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

1. To read news, magazine or journal articles about specific economic issues with confidence.
2. To approach economic issues with an educated, critical and open mind.
3. To effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
4. To be an active participant in the political process by utilizing an objective understanding of the various aspects of economic issues.
5. To complete additional courses including economics at the sophomore level and above; to successfully transfer to a four-year institution of higher education.
6. To be an active participant in the global community by utilizing an objective understanding of international economic issues and problems facing people the developing countries.

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

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?\*\*

1. Students will be able apply their knowledge of specific selected issues and problems related to international economics and international economic institutions. This includes trade and the balance of payments; trade competition between the U.S. and other nations. Students will learn how their personal lives are affected by the global economy as well as gain insights into human behavior.
2. Students will be able to use their analytical skills and knowledge to understand the social world around them particularly how international trade and finance can affect their businesses, jobs, and communities. Empowered with the knowledge in these areas will foster student’s personal development. Students will also learn how these can affect our diverse population in different ways.

How does the course enable a student to “apply

1. Students will develop their understanding of these various economic problems arising from trade, finance, and the international institutions that

knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?\*\*

control this can affect their lives and economic behavior personally.

2. Students will assess classical and contemporary theories on international trade and finance. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence.
3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments
4. Students will develop an understanding of the diversity of human experience as international economic conditions change with time. They will learn about how merchandise trade balances, capital flows, and trade policy can affect national, state, and local economies in different way.
5. In this course, students will apply their knowledge and skills to a range of possible current economic issues mentioned in the outcomes statement above.

**\*\*Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.



**Social Science General Education/Discipline Studies List Request Form**

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

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

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

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

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

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

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

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

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

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

**Note:**

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

[General Education Request Information](#)

**6. Complete the contact information:**

Person Submitting This Request	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Chair	Name	E-mail Address
	Justin A. Elardo	justin.elardo@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

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

Course Prefix and Number:	EC 285	Course Title:	Introduction to Political Economy
Course Credits:	4	Gen Ed Category:	Social Science

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

Course Prefix and Number:		Course Title:	
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Course Description:	Covers specific topics related to the United States economy from a systems/institutional perspective. Includes key institutions that make up the U.S. economy including corporations, government, the market system, labor unions, monetary and financial institutions, and others. Examines three problem areas: environmental degradation and resource depletion; social and political inequality; and economic instability. Introduces possible solutions based on institutional change and develops viable economic alternatives based on principles of environmental sustainability, equity and economic stability.
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Course Outcomes:	<ol style="list-style-type: none"> <li>1. Think critically and formulate independent and well-considered conclusions about the salient features of a capitalist economy</li> <li>2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.</li> <li>3. Understand different paradigmatic perspectives regarding capitalism as an economic system.</li> <li>4. Evaluate current public policy options including, but not restricted to, laws pertaining to the minimum wage and living wage, carbon taxes, and economic stimulus programs intended to mitigate economic problems such as inequality, non-sustainability, resource depletion and instability.</li> <li>5. Make rational decisions based on rudimentary marginal analyses.</li> <li>6. Prepared to further their studies in Economics courses.</li> </ol>
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#### 8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Political economy approaches the study of economics from the standpoint of methodological holism. Any thorough investigation of economic phenomena requires an understanding of the political, social, and cultural institutions of
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	<p>society. Because the institutional characteristics of a society are not developed in a vacuum, is important to understand the historic evolution of institutions as they relate to changing economic systems and ideology. In this regard, political economy, like anthropology, investigates many facets of social organization as it attempts to develop a deeper understanding of social interaction. As a result, in a political economy class, students explore the role of institutions, cultural norms and rituals, and ideology as they pertain to the development and evolution of a capitalist market economy.</p>
<p>B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.</p>	<p>Because capitalism evolved through a historic process whereby economic systems developed, functioned for a period of time, and then dissipated, understanding how a capitalist market system functions requires understanding the economic systems that predate arrival of capitalism. In an introductory political economy course, students learn how a capitalist economy is both similar and distinct from alternative economic systems, particularly those systems that functioned prior to the arrival of capitalist economic relations. Additionally, are also made aware of the ways in which people of differing cultural backgrounds respond to the circumstances and outcomes associated with a capitalist economic system. For example, students are made aware of the distinctions that exist, such as the role of government and the social safety net, between the functioning of a capitalist economy in the United States as compared to western European countries.</p>
<p>C. Understanding of themselves and/or their natural and technological environments.</p>	<p>As an economic system, capitalism has generally internalized new technologies as new technologies have developed. Capitalism has operated in contrast with other economic systems throughout human history. Historically, the development of new technologies has been disruptive to the functioning of economic systems. For example, in the slave based Roman economy, Roman slave owners generally denied their slaves access to productive tools and education. From the slave owner's perspective, an educated slave with a tool was synonymous with a dangerous slave that is armed. To the contrary, in a capitalist market system, most producers seek to employ new technology in an effort to better compete with other firms in their respective industries.</p> <p>Still, as students in EC 285 come to learn, the advent of new technologies can also be disruptive to capitalist economies through forces such as "creative destruction," in which new technologies drive out old industries and thus play a role in triggering economic instability.</p>
<p>D. Ability to reason qualitatively and/or quantitatively.</p>	<p>In Introduction to Political Economy students will identify and compare different types of economic systems and institutions. Students will develop a historical perspective of the institution of capitalism in the United States assess the impact of different components of the capitalist system such as corporations and financial markets on both measurable and qualitative aspects of the economy such as income distribution, economic growth, and economic instability. As students learn about the evolution of capitalism in the United States they will analyze the role of government in the process from both traditional and critical views. In the section on growth in the capitalist economy students will learn how savings, investments, and profits are quantified and related to future growth and potential sources for instability in the economy. As alternatives to the capitalist system are introduced students will be able to qualitatively identify the salient features of each and the impact of these alternatives on production and distribution.</p>

E. Ability to conceptually organize experience and discern its meaning.	<p>As members of a society, each individual is a participant in an economic system. As such, individuals develop perceptions as to how the economic system operates. When students enter the EC 285: Introduction to Political Economy course, many students already have preconceived notions of how a capitalist economic system functions, particularly with respect to issues such as environmental degradation and resource depletion; social and political inequality; and economic instability. As such EC 285: Introduction to Political Economy empowers students to understand their own experiences with the economy and society. For example, among many possible topics, an EC 285 student may emerge from the course having been exposed to a variety of arguments as to whether or not a capitalist market economy, adhering to laissez-faire principles, is prone to stability or instability. Through historic and institutional analysis, students have an opportunity to reflect on the origins of economic crises and how institutions such as the Federal Reserve Bank have been formed and dealt with economic instability. As is the case with most economics courses, the EC 285 course provides students with an opportunity to compare and contrast their own experiences within the economic system against the theoretical perspectives presented by economists.</p>
F. Aesthetic and artistic values.	
G. Understanding of the ethical and social requirements of responsible citizenship.	<p>EC 285: Introduction to Political Economy takes on a wide variety of issues such as environmental degradation and resource depletion; social and political inequality; and economic instability. Because each of the possible topics stipulated in the course description has an ethical and social consequence, students are confronted with the proposition that resolving issues of great social importance requires understanding the economic explanations for the existence and persistence of economic problems. For example, if students are confronted with the issue of environmental degradation they will have an opportunity to learn that in a capitalist market system, in which profit maximization is the primary motivator that drives firm behavior, firms have an incentive externalize their waste. Additionally, because economic agents are encouraged to advocate for their individual interest, rectifying the impact of environmental degradation through regulation or taxation designed to finance environmental cleanup, is often met with political resistance. Through examination of issues such as environmental degradation and its function in a capitalist market economy, students have an opportunity to critically think and evaluate their own position on the issue. Ultimately, the student will come to better understand his/her role as a citizen in the economy.</p>

### Social Sciences

#### Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

#### Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

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

1. Describe the salient features of a capitalist economy
2. Apply lesson learned from a historical/evolutionary understanding of economic systems
3. Evaluate arguments that apply to key economic issues
4. Approach economic problems critically and creatively
5. Evaluate the role of corporations in the U.S. economy
6. Actively work toward solutions for key economic problems such as inequality, non-sustainability, resource depletion and instability.

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

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?\*\*

1. Students will be able apply their knowledge of the key institutions that make up the U.S. economy including corporations, government, the market system, labor unions, monetary and financial institutions, and others. Students will also apply their knowledge to three problem areas: environmental degradation and resource depletion; social and political inequality; and economic instability from an institutional perspective. Students will learn how their personal lives are affected by these issues as well as gain insights into human behavior as it is guided by institutional forces.
2. Students will be able to use their analytical skills and knowledge to understand the social world around them particularly how environmental degradation and resource depletion; social and political inequality; and economic instability affects our diverse population in different ways. Empowered with the knowledge in these areas will foster student's personal development, particularly as they are more aware of institutional change.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?\*\*

1. Students will develop their understanding of environmental degradation and resource depletion; social and political inequality; and economic instability how these affect their lives and economic behavior personally.
2. Students will assess theories on the causes of environmental degradation and resource depletion; social and political inequality; and economic instability. In this course students are encouraged to think critically about these theories and weigh their effectiveness against empirical evidence.
3. Students will use appropriate information literacy skills in written and oral communication through classroom discussions, online discussions, and through various types of written assessments
4. Students will develop an understanding of the diversity of human experience as general ecological and economic conditions change with time. They will learn about how economic institutions can affect different demographic groups in different ways, as well as regional differences.
5. In this course, students will apply their knowledge and skills to a range of possible current economic issues mentioned in the outcomes statement above.

<b>**Note:</b> Between your answers to the two outcomes questions above, you need to address all five criteria.	