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

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		Ser
☐ title		
prerequisites and co-requisites		
Grade option change		

Save this document as the course prefix and number

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

Section #1 G	eneral Information		
Department	ВА	Submitter name	DeLyse Totten
		Phone	X4822
		Email	dtotten@pcc.edu
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	To match CG 114 CCOG		

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 scores. 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 New learning outcomes (required information for all course revisions) 1. Implement a financial plan to pay for 1. Understand the student financial aid college while maximizing resources and process, and effectively utilize it minimizing borrowing. 2. Learn a variety of ways to achieve their college goals while minimizing 2. Maintain short, medium and long-term financial goals while adhering to a borrowing spending plan. 3. Develop a personal financial plan, short-term, medium-term and long-term 3. Make informed financial decisions to avoid 4. Appreciate the importance of unnecessary financial risks and establish a strong maintaining a strong credit portfolio 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),

Reason for change

Updating to be consistent with CG 114.

while building for future financial stability

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

8

Placement into: .				
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/cor	
prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/cor	
If you or	, , , , ,	es, corequisites and conc		
	e NOT changing prerequisite quisites - WR 115, RD 115 a	•		
☐ Placement into:	•		r placee.	
prefix & number:	•	☐ Prerequisite	Corequisite pre/cor	
•		☐ Prerequisite		
prefix & number:			☐ Corequisite ☐ pre/cor	
Is this course used	for related instruction? Plea	aca confirm this by review	wing Ves	
	lated instruction templates.	ase commit this by review	wing	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
garaarrot				
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	BA 114 is cross listed with CG 114. The BA SAC has communicated with CG			
Implementation	plementation Next available term after approval			
term Specify term (if AFTER the next available term)				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Ch	SAC Chair (type name) Email Date			
DeLyse Totten		dtotten@pcc.edu	Nov. 15, 2012	
SAC Administra	ative Liaison (type name)	Email	Date	
Charmagne Ehrenhause charmagne.ehrenhaus@pcc. edu				
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New Course Lower Division Collegiate (LDC)

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

Section #1 General Information				
Department:	Environmental Studies and Resources	Submitter name Phone Email	Linda C. Po 503-939-40 linda.pope	•
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	X No	Contact hours:	Lecture: 40	hr
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:	
is 0 repeats	How many times?		Lab:	
If the course is compelling argu	repeatable then provide a ument.			
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Nun	nber and Title
must have the same description and outcomes. X No				
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	y i	Check all th		Default (Choose one)
	A-F (letter grade)	Х		Х
	Pass/No pass	X		
	Audit in consultation with faculty	X		
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the				
phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description. Course Introduces the concept sustainability at the individual scale. Develops an individual				
Description:	sustainability model by reviewing current models of sustainability used by businesses,			
(field will expand as	communities, and governments. Addresses a wide range of topics at the individual level,			
needed)	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:			
If this course is re standard prerequithese prerequisite and/or MTH prere	ion/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following uisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of res, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR requisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite allable on the Curriculum website pcc.edu/curriculum	te	
X Standard Prer	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		
☐ Placement in	nto: Placement into:		
course prefix & n	number:)	
course prefix & n			
course prefix & n)	
None – please ex	xplain		
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Learning Outcomes: (Use observable and measurable verbs) Students should be able to independently and collaboratively: Apply an understanding of sustainability issues as related to personal, political, community and workplace decisions. Identify and recognize the unsustainable elements within the student's personal/community or workplace environments and develop an alternative plan. 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. Use critical thinking skills to address sustainability issues in their personal life experiences. Use the scientific method to address more complicated scenarios.			
Course activities and design: (from CCOG)	 Use critical thinking to analyze and evaluate current business and government models of sustainability. Translate one or more business/government sustainability plans into individual sustainability plans. Through papers and presentations, demonstrate as an individual, as part of a team, and as a class the concept of individual sustainability. Ultimately, use all the information gathered by all students in the class to develog generalized sustainability plan for use by any individual. Develop a personal vision regarding what it means to live sustainably. Participate in activities that increase awareness related to current unsustainable activities as well as envision paths of change. Develop class presentations with the idea that they will be presented to a greate audience. 		

Assessment Tasks: Outcomes Written assessments: assessment strategies: Essay, short and multiple choice exams. Write-ups of field experiences. Research paper on a sustainability topic Journal: vision and individual model development Oral presentations with accompanying Visual/graphical representations Graphs Maps In this course, students will read business books related to sustainability in order to: Course 1. Begin to understand the challenges that businesses face in becoming sustainable Content: 2. Realize that it is the human factor that is the most challenging aspect Themes, Concepts, 3. Realize that individuals can become the drivers for sustainability Issues and 4. Adapt that information into an individual sustainability plan Skills: 5. Envision a larger plan (for the local community, state, or country) (from CCOG) 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. Reason for the 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 new course 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.

Section #2 Transferabiltiy Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status. Which OUS school will the course Portland State University transfer to? List all Concordia University required or support for major How does it transfer general education distribution requirement Check all that apply X general elective other (provide details) Provide evidence of transferability: ☐ Completed <u>Transferability Status</u> form (minimum one, more preferred) E-mail correspondence with receiving institution

Required for Gen Ed only	Other - provide evidence	
Identify comparables at Oregon schools		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No	
Section #3 Additional Information for ne	w LDC courses	
How or where will the course be taught. Check all that apply	⟨ on campus☐ hybrid☐ on-line (complete DL Modality form, obtain signa☐ other (explain)	iture and submit)
Is this course in a degree or certificate a	s required, an elective or a prerequisite? Please pro	vide details.
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departm	ents	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	lo	
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.	'es	
Is there are retarted impost on	la .	
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.	lo	
Implementation term:		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		
Section # 4 Department Review		

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

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Course Revision

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

Section #1 Ge	neral Information		
Department	MTH	Submitter name Phone Email	Dennis Reynolds 971-722-7694 dreynold@pcc.edu
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

Proposed Description

course and/or student. Include recommendations in the	course and/or student. Include recommendations in the description.			
Current Description	Proposed Description			
(required information for all course revisions. Include requisites)	(include requisites)			
Application of arithmetic to a variety of problems	Applies arithmetic to a variety of problems found			
found in the business field, including simple and	in the business field, including simple and			
compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts,	compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts,			
taxes, and depreciation. Scientific calculator required. Prerequisites: MTH 20; (RD 80 or ESOL	taxes, and depreciation. Scientific calculator required.			
250).	Prerequisites: MTH 20 and RD 80 (or ESOL 250).			

Reason for change

Course description was changed to use active verbs.

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

Current learning outcomes

New learning outcomes (required information for all course revisions)

- Demonstrate ability to reconcile a checking account and deposit credit card transactions. Demonstrate knowledge of payroll procedures to determine gross pay and payroll taxes.
- 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.
- Prepare students for further course work in their major area of study.
- 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.
- 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.
- 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.

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: ☐ Prerequisite Corequisite pre/con Prerequisite prefix & number: ☐ 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: MTH 20 □ Prerequisite ☐ Corequisite pre/con Prerequisite prefix & number: RD 80 or ESOL 250 Corequisite pre/con Is this course used for related instruction? Please confirm this by reviewing the \Box yes inventory of related instruction templates. \square 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 \boxtimes No X Next available term after approval Implementation term Specify term (if AFTER the next available term) Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)	Email	Date		
Carly Vollet	Carly.vollet@pcc.edu	10/29/2012		
SAC Administrative Liaison (type name)	Email	Date		
Alyson Lighthart	alyson.lighthart@pcc.edu			

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Course Revision

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

Section #1 General Information					
Department	MTH	Submitter name Phone Email	Peter Haberman 971-722-4135 phaberma@pcc.edu Carly Vollet 971-722-5564 Carly.vollet@pcc.edu		
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)

(include requisites)

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.

guidance on writing good outcomes.					
Current learning outcomes (required information for all course revisions)	New learning outcomes				
 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. 					
 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. 					
 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. 					
 Enjoy a life enriched by exposure to Calculus. 					

Reason for change	No Change					
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.						
l:	Current prerequisites, core f you are NOT changing prerequisites or c	-		rea		
	rd prerequisites - WR 115, RD 115 and M					
☐ Placeme	ent into: .					
prefix & nui	mber:	Prerequisite	☐ Corequisite	☐ pre/con		
prefix & nui	mber:	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						
☐ Placeme	ent into: .					
prefix & nui	mber:	☐ 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.					
communication, correquires you to sul	If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and				
that may impact of	other departments or cam	CAMPUSES – are there change puses, such as academic prog quisite for courses or program	rams that require		
Please provide de	tails, who was contacted an	d the resolution.			
☐ Yes ⊠ No					
Implementation Next available term after approval					
term		ER the next available term)			
		ocess before scheduling the cour	se. See the timeline		
Section # 2 Depart	tment Review				
This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date					
Carly Vollet Carly.vollet@pcc.edu 10/29/2012					
SAC Administrative Liaison (type name)		Email	Date		
Alyson Lighthart alyson.lighthart@pcc.edu 10/29/2012					
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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	Name	E-mail Address				
This Request	Jonathan Ortiz	Jonathan.ortiz@pcc.edu				
	Name	E-mail Address				
SAC Chair	James Harrison	jharriso@pcc.edu				
	Name	E-mail Address				
SAC Admin Liaison	Nancy Wessel	Nancy.wessel@pcc.edu				

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

	20				
	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 colon and continuing with the Mexican-American War and the migration of Chicanos/Latino 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.			ar and the migration of Chicanos/Latinos. atino experience, such as the Bracero		
	Course Outcomes:	 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. Recognize the historical contributions of key Chicano/Latino peoples in order to appreciate and evaluate Chicano/Latino diversity. Employ an understanding of the history of Chicano/Latino cultures as a guide to interact with Chicano/Latino peoples in personal and professional environments. 			

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 cultures and how it relates to other cultures.

A. Understanding of their culture and how it relates to other cultures.

A. Understanding of their culture and how it relates to other cultures.

A. Understanding of their culture and how it relates to other cultures.

A. Understanding of their culture, customs and traditions, at the same time preparing them to work effectively in multicultural settings.

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.

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 cultres.

F. Aesthetic and artistic values.

Chicano/as and Latino/as in the Untied 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 Sates 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:						
Name	E-mail Address					
Maria Lopez	maria.lopez@pcc.edu					
Name	E-mail Address					
James Harrison	jharriso@pcc.edu					
Name	E-mail Address					
Nancy Wessel	nancy.wessel@pcc,edu					
	Name Maria Lopez Name James Harrison Name					

Save this document as the course prefix and number.

Send completed form electronically to 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 Credits:		4	Gen Ed Calegory:				
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.						
Course Outcomes:	 Articulate an understanding of key events and factors that shaped the social, policy and economic status of Chicano/Latino peoples and use critical thinking in order evaluate these events and their impact on Chicano/Latino peoples. 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. Employ an understanding of current social issues related to the social, political, a economic status of Chicano/Latino peoples as a guide to interact with Chicano/Latino peoples in personal and professional environments. 			r to and			

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.

A. Understanding of their culture and how it relates to other cultures.

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.

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 diciplines 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,

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 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.

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-19th century when territories belonging to Mexico were occupied by the United States. The Chicano and other ILatinos 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.

Students who partake in Chicano/Latino studies courses will have augmented their major field of study by broadening their scope of knowledge. They will have gained important insight into a very different culture within U.S. borders. This increased awareness and insight will lead to

successful interaction on many level of society. Students will also be better prepared to enter the work force with rapidly changing demographics. Chicano/Latino Studies courses are designed to address the fundamental C. Understanding of issues on how Chicano/Latinos in the United States understand themselves themselves and their and the environment. Students study a variety of traditions and their natural and technological relationship with nature and society within the Latino community. Students environments. also have opportunity to see how these traditions have changed overtime. 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 D. Ability to reason class lectures and hands-on assignment of basic research strategies and qualitatively and reinforcement of appropriate writing skills necessary to a wide spectrum of quantitatively. 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. The service-learning component, described above, is a clear example of how E. Ability to conceptually organize experience and students are able to connect real word experience with in-class discussions discern its meaning. and assigned readings 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 F. Aesthetic and artistic values. 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. 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

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.*

- 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.
- 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.

Course Revision

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

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					

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

	SOL 262) and (placement into completion of RD 90 or ESOL 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

	s guidelines on the curriculum webpage for more
Current learning outcomes (required information for all course revisions)	New learning outcomes
 Write a 3-page thesis-controlled coherent essay. Demonstrate grammatical conventions without patterns of major usage errors. Practice writing as a process. Employ strategies that acknowledge specific audiences and purposes. Begin to explore ways to write with style. Analyze college-level texts for structure and content and theme. Explore unfamiliar points of view through reading and writing. Use writing as a tool to begin to develop an authentic voice. Interpret and apply feedback. Access and use library and Internet sources. Seek out and engage assistance from a variety of tutoring centers on campus. 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. 	Upon completion of WR115 with a "C" or higher, students will be able to: 1. Read to determine a writer's purpose and perspective. 2. Formulate questions to explore a variety of college-level texts. 3. Write for a variety of purposes, audiences and contexts. 4. Write coherent essays that develop ideas in support of a thesis. 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.
Reason for further, to align the CCOG with co	rith previously revised Wr 121 and Wr 122 CCOGs; common practice in the SAC.

change

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. Current prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: . prefix & number: Prerequisite Corequisite □ pre/con Prerequisite prefix & number: ☐ 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: . Prerequisite Corequisite prefix & number: pre/con Prerequisite ☐ Corequisite prefix & number: pre/con Is this course used for related instruction? Please confirm this by reviewing yes the inventory of related instruction templates. no If yes. Check two things: 1) Outcomes - if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance. IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs? Please provide details, who was contacted and the resolution. Yes $x \square$ No Implementation хΠ Next available term after approval term Specify term (if AFTER the next available term) Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission SAC Chair (type name) Email Date Jeff Jaeckle, Elissa Rust 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 – $DC - 4^{th}$ 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

L						
Section #1 General Information						
Department:	English	Submitter name Phone Email	Rachel Stevens 971-1722-5230 rstevens@pcc.edu			
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? PCC default is 0 repeats	☐ No ☐ 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.		☐ Yes X☐ No	Course Number and Title			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.						
		Check all that apply		Default (Choose one)		
	A-F (letter grade)	□X		Х		
	Pass/No pass	□X				
	Audit in consultation with faculty	□X				
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.						
Course 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	Prerequisite: Placement into WR 121. Recommended: Completion of ENG 104, 105 or
Course Description:	106.

General Education/Discipline Studies Standard Prerequisite Approval							
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum							
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores							
X Placement into: WR 121			ement 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. 1. Analyze working-class literature to recognize the differences between working-Learning Outcomes: class experience in a variety of international contexts (Use observable 2. Recognize that literature is produced in a variety of historical, cultural, sociological and measurable and political contexts verbs) 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. Class meeting time consists of lecture, group discussion, small group discussion, and group Course activities and or individual presentations. Meeting time may also include the following: writing; design: performing; viewing DVDs, online sources or videotapes; listening to performances, guest (from CCOG) speakers, or audio recordings. Assessment tools will include a variety of the following: Outcomes assessment • attendance requirements, e.g. students missing a week's worth of class may not expect an strategies: 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; 2

• in-class and out-of-class writing;

- presentations or performances by individuals and groups;
- short and long essay examinations;
- close reading exercises using support/evidence;
- portfolios of creative writing or visual art forms;
- dance, theatrical or spoken-word performances;
- academic essays that evaluate various interpretations of a text and their relative validity

Both instructor and peer evaluation may be incorporated into the assessment process.

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

The course will introduce and foster understanding of:

- the numerous ways that class is defined in a variety of cultures
- the differences between class identity in relatively static confines and uncertain/fluid models of culture
- ways and reasons that working-class literature has traditionally been marginalized
- stereotypes and generalizations of international members of working class and the response of working-class literature to such generalizations
- the ways that working-class literature identifies intersections class with race, gender, ethnicity, citizenship, educational status, and sexual orientation
- 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
- rhetorical considerations, especially with regards to socio-historical context, intended audience and political purpose of working-class texts
- the relationships between creativity and productivity, especially within the context of power and ownership
- themes of power and powerlessness
- the significance of linguistic styles in representing power relationships
- the limitation of reading texts in English to evaluate international working-class culture

Reason for the new course

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.

Section #2 Transferabiltiy

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

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

Will a department accept the course Will the course be accepted as part	for its major or minor requirements? of the University's distribution requirements?			
If a course transfers as an elective onlinature of the course, though it will like	y, it may still be accepted or approved as an LDC course, depending on the y 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	X required or support for major X general education distribution requirement X general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only				
Identify comparables at Oregon schools				
Is General Education or Cultural Diversity designation being sought at this time? Yes – Submit the General Education form No				
Section #3 Additional Information for n				
How or where will the course be taught. Check all that apply				
Is this course in a degree or certificate	as required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):	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.				
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 Casca teaching ENG 238.	de and Sylvania have expressed an interest in		
Implementation term:	X ☐ Next available term	after approval (Winter 2013)		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type name) Email				
Andrew Cohen andrew.cohen@pcc.edu				
SAC Administrative Liaison (type name) Email				
David Stout dstout@pcc.edu				
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

Section #1 Gener	Section #1 General Information				
Department:	Developmental Education	Submitter	Heiko Spod	deck	
		name Phone			
		Email			
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	⊠ No	Contact hours:	Lecture:		
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:		
is 0 repeats	How many times?		Lab: 90		
If the course is repeatable then provide a compelling argument.					
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass			\boxtimes	
	Audit in consultation with faculty				
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 ch 90 hours in the lab. Completion of th courses.			a II (Math 65). Requires a minimum of the requirements for other math	

Addendum to Course Description:			
If this course is re standard prerequ these prerequisite and/or MTH prere	con/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following disites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of ees, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum		
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		
☐ Placement in	nto:		
course prefix & no			
course prefix & n	umber: Prerequisite Corequisite pre/co		
None – please ex	plain		
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.		
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate algebraic computations in a variety of situations with and without a calculator. 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. Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions. 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:

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
- 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

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

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.

mature of the course, though it will likely he	nature of the course, thought it will likely hot be eligible for Gen Eu 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	 □ required or support for major □ general education distribution requirement □ general elective □ other (provide details) 			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 			
Identify comparables at Oregon schools				
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No			

How or where will the course be taught. Check all that apply		Modality form, obtain signat	ure and submit)	
	other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please prov		
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
	T			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
	Specify term AFTER			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type		Em	ail	
Bill Bogart	,	bbogart@pcc.edu		
SAC Administrative Liais	on (type name)	Em	ail	
Kurt Simonds		kurt.simonds@pcc.edu		
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New Course Lower Division Collegiate (LDC)

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Section #1 Gene	ral 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? PCC default is 0 repeats	☑ No☐ YesHow 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.		☐ Yes ☑ No	Course Number and Title		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
Audit in consultation with faculty					
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed)	Provides a review of individually ch 90 hours in the lab. Completion of th courses.			ra I (Math 60). Requires a minimum of ite requirements for other math	

Addendum to Course			
Description:			
If this course is re standard prerequithese prerequisite and/or MTH prere	on/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum		
	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		
☐ Placement in	<u> </u>		
course prefix & n	umber:		
course prefix & n	umber: Prerequisite Corequisite pre/co		
course prefix & n			
None – please ex	plain		
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.		
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator. 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. Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions. Creatively and confidently apply beginning 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 I (MTH 60) THEMES: 1. Algebra skills 2. Graphical understanding 3. Problem solving 4. Effective communication 5. Critical thinking 6. Applications, formulas, and modeling 7. Functions		

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

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

Section #2 Transferabiltiy

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

our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University?				
2. Will a department accept the course	e 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 on nature of the course, though it will like	ly, it may still be accepted or approved as an LDC cour ly not be eligible for Gen Ed status.	se, depending on the		
Which OUS school will the course transfer to? List all	This is a pre-college course.			
How does it transfer Check all that apply	required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form			
(minimum one, more preferred)	☐ E-mail correspondence with receiving instituti	on		
Required for Gen Ed only	Other - provide evidence			
Identify comparables at Oregon school				
S General Education or Cultural Diversity designation being sought at this time? ☐ Yes – Submit the General Education form ☐ No				
Section #3 Additional Information for				
How or where will the course be taught. Check all that apply	 ✓ on campus hybrid on-line (complete DL Modality form, obtain signated other (explain) 	ture and submit)		
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide details.		
Name of certificate(s):		# credits:		
Name of degree(s):		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depart	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or	No.			

agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
	Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type	e name)	Email		
Bill Bogart				
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 – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

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

Addendum to Course Description:	
If this course is re standard prerequ these prerequisite and/or MTH prere	on/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
•	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber:
course prefix & n	umber: Prerequisite Corequisite pre/co
None – please ex	plain
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate basic computations in a variety of situations with and without a calculator. 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. Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions. Creatively and confidently apply basic mathematical 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)	THEMES: 1. Mathematical vocabulary 2. Number sense 3. Computational proficiency 4. Critical thinking 5. Appropriate use of technology 6. Team work SKILLS: 1.0 ORDER OF OPERATIONS

1.1	l Vocal	oulary (Define and use)
	1.1.1	Grouping symbols
	1.1.2	Exponents
	1.1.3	Square roots (perfect squares)
2.0 S	IGNED NUN	MBERS
2.1	l Vocal	oulary (Define and use)
	2.1.1	Absolute value
	2.1.2	Opposite vs. negative vs. minus (subtract)
2.2	2 Numb	per sense
	2.2.1	Compare signed numbers using inequality and equality notations
	2.2.2	Place signed numbers on a number line
2.3		outation
	2.3.1	Add, subtract, multiply, and divide signed numbers
	2.3.2	Simplify signed numbers to exponents
2.4		of operations with signed numbers
2.5	5 Appli	cations with signed numbers
	RACTIONS	
3.1		oulary (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
2.0	3.1.5	Divisibility Rules 2, 3, 5, 9, and 10
3.2	3.2.1	per Sense
	3.2.1	Compare fractions using inequality and equality notations
3.3		Place signed fractions on a number line outation
3.0	3.3.1	Add, subtract, multiply, and divide signed fractions
3.4		of operations with fractions
3.5		cations involving fractions
3.0	3.5.1	Write answers to application problems as complete sentences and using proper
	3.3.1	units
	3.5.2	Ratios and rates
4.0 D	ECIMALS	
4.1	l Vocal	oulary (Define and use)
	4.1.1	Place values
	4.1.2	Powers of ten
	4.1.3	Terminating, repeating and non-terminating
4.2		per 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		outation
	4.3.1	Add, subtract, multiply, and divide signed decimals
	4.3.2	Convert between fractions and decimals
4.4		of operations with decimals
	4.4.1	Round at the end of the calculation
4.5		cations
	4.5.1	Write answers to application problems as complete sentences and using proper
	450	units
	4.5.2	Rates and ratios
	4.5.3	Unit rate and unit price
5.0 P	₽∪Ь∪Ь⊥	ON AND PERCENT
5.0 F 5.1		
ا.ن	5.1.1	Proportion Proportion
	2.1.1	Topornon

			5.1.2	Percent
		5.2	Numb	er sense
			5.2.1	Convert between fractions, decimals, and percents
		5.3	Comp	utation
			5.3.1	Solve proportion problems for missing value
			5.3.2	Solve percent problems
		5.4	Applic	
			5.4.1	Write answers to application problems as complete sentences and using proper units
			5.4.2	Identify and solve problems that involve reasoning about proportions
			5.4.3	Solving percent increase and percent decrease problems
		5.5	Techn	ology
	6.0	GRAPHS		
		6.1	Introd	uce, read and interpret graphs
	7.0	FORM	IULAS .	AND CONVERSIONS
		7.1		eter and area of rectangles, squares and triangles
		7.2		uting mean, median, and mode
		7.3		uce unit conversions within each measurement system
		7.4	Money	y, \$0.35 vs. 35¢ (students often write 0.35¢)
Reason for the new course		were at l r own co		ee courses hidden in one course that students would repeat. Now each will

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.

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

How or where will the course be taught. Check all that apply	□ on campus □ hybrid □ on-line (complete DL N □ other (explain)	Modality form, obtain signa	ture and submit)	
Is this course in a degree or certificate		a prerequisite? Please pro	ovide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
	Specify term AFTER			
courses will implement in fall or spring	Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type			nail	
Bill Bogart	,	bbogart@pcc.edu		
SAC Administrative Liais	on (type name)	En	nail	
Kurt Simonds		kurt.simonds@pcc.edu		
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New Course Lower Division Collegiate (LDC)

L				
Section #1 Gene	ral 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 re	view
Can this course be repeated? PCC default	No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 60	
is 0 repeats	How many times?		Lab. 60	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes 図 No	Course Number and Title	
GRADE OPTION	NS: Check as many or as few option	ons as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	•	Check all th	at apply	Default (Choose one)
	A-F (letter grade)			
Pass/No pass				\boxtimes
Audit in consultation with faculty				
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.				s <i>tudents</i> ". Include any
Course Description: (field will expand as needed)	Provides a review of individually ch 60 hours in the lab. Completion of th courses.			a II (Math 65). Requires a minimum of the requirements for other math

Addendum to Course Description:	
If this course is re standard prerequithese prerequisite and/or MTH prere	equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto: Placement into:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
None – please ex	plain
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate algebraic computations in a variety of situations with and without a calculator. 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. 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

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
- 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
- 5.7 Create, use, and interpret quadratic models of real-world situations algebraically and

		graphically		
		5.7.1 Evaluate the function at a particular input value and interpret its meaning		
		5.7.2 Given a functional value (output), find and interpret the input		
		5.7.3 Interpret the vertex using proper units		
		5.7.4 Interpret the vertical intercept using proper units		
	5.7.5 Interpret the horizontal intercept(s) using proper units			
	6.0 RELA	TIONS AND FUNCTIONS		
	6.1	Use the definition of a function to determine whether a given relation represents a function		
	6.2 Determine the domain and range of a function given as a graph or as a table			
	6.3	Apply function notation in graphical, algebraic, and tabular settings		
		6.3.1 Understand the difference between the input and output		
		6.3.2 Identify ordered pairs from function notation		
		6.3.3 Given an input, find an output		
		6.3.4 Given an output, find input(s)		
	6.4	Interpret function notation in real world applications		
		6.4.1 Evaluate the function at a particular input value and interpret its meaning		
		6.4.2 Given a functional value (output), find and interpret the input		
Reason for the new course	There were at be their own co	least three courses hidden in one course that students would repeat. Now each will ourse.		
553166	20	000.		

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

How or where will the course be taught. Check all that apply	 □ on campus □ hybrid □ on-line (complete DL Modality form, obtain signature and submit) □ other (explain) 		
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.		
Implementation term:	Next available term a	after approval	
	☐ Specify term AFTER	the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for	submission.	
SAC Chair (type			nail
Bill Bogart		bbogart@pcc.edu	
SAC Administrative Liais	on (type name)	En	nail
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^{th} floor.			

New Course Lower Division Collegiate (LDC)

L				
Section #1 Gene	ral 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 re	view
Can this course be repeated?	⊠ No	Contact hours: PER	Lecture:	
PCC default	☐ Yes	QUARTER	Lec/lab:	
is 0 repeats	How many times?		Lab: 60	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ⊠ No	Course Number and Title	
	•			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass	\boxtimes		
	Audit in consultation with faculty			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				s <i>tudents".</i> Include any
Course Description: (field will expand as needed)	Provides a review of individually ch 60 hours in the lab. Completion of th courses.			ra I (Math 60). Requires a minimum of ite requirements for other math

Addendum to Course Description:	
0	Provide the Other Land Brown and the American
If this course is re standard prerequi these prerequisite and/or MTH prere	equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto: Placement into:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
None – please ex	rplain Programme
worker, family n	
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator. 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. Creatively and confidently apply beginning 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	Introductory Algebra I (MTH 60)
Content: Themes, Concepts, Issues and Skills: (from CCOG)	THEMES: 1. Algebra skills 2. Graphical understanding 3. Problem solving 4. Effective communication 5. Critical thinking 6. Applications, formulas, and modeling 7. Functions
	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

6.0 LITERAL EQUATIONS AND FORMULAS

		6.1	Solve an equation for a specified variable in terms of other variables
		6.2	Input values into a formula and solve for the remaining variable
		0.2	input values into a formala and solve for the formaling values
	7.0	INTR	ODUCTION TO TABLES AND GRAPHS
		7.1	Briefly review line graphs, bar graphs and pie charts
		7.2	Plot points on the Cartesian coordinate system; determine coordinates of points
		7.3	Classify points by quadrant or as points on an axis; identify the origin
		7.4	Label and scale axes on all graphs
		7.5	Interpret graphs in the context of an application
		7.6	Create a table of values from an equation
		7.7	Plot points from a table
	8.0	INTR	ODUCTION TO FUNCTION NOTATION
		8.1	Determine whether a given relation presented in graphical form represents a function
		8.2	Evaluate functions using function notation from a set, graph or formula
		8.3	Interpret function notation in a practical setting
		8.4	Identify ordered pairs from function notation
	9.0		AR EQUATIONS IN TWO VARIABLES
		9.1	Identify a linear equation in two variables
		9.2	Emphasize that the graph of a line is a visual representation of the solution set to a linear equation
		9.3	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
		9.4	Find the intercepts given a linear equation; express the intercepts as ordered pairs
		9.5	Graph the line using intercepts and check with a third point
		9.6	Find the slope of a line from a graph and from two points
		9.7	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
		9.8	Graph a line with a known point and slope
		9.9	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
		9.10	Recognize equations of horizontal and vertical lines and identify their slopes as zero or undefined
		9.11	Given the equation of two lines, classify them as parallel, perpendicular, or neither
		9.12	Find the equation of a line using slope-intercept form
		9.13	Find the equation of a line using point-slope form
	10.0	APPL	ICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES
	1	10.1	Interpret intercepts and other points in the context of an application
	1	10.2	Write and interpret a slope as a rate of change
		10.3	Create and graph a linear model based on data and make predictions based upon the model
		10.4	Create tables and graphs that fully communicate the context of an application problem
	11.0	LINE	AR INEQUALITIES IN TWO VARIABLES
	1	11.1	Identify a linear inequality in two variables
	1	11.2	Graph the solution set to a linear inequality in two variables
		11.3	Model application problems using an inequality in two variables
Reason for the	There	were at	least three courses hidden in one course that students would repeat. Now each will
new course		ir own c	
	20 1110	5.,,,,	

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 par	t of th	ne University's distribution requirements?				
If a course transfers as an elective on nature of the course, though it will like		may still be accepted or approved as an LDC course, depending on the of 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		required or support for major				
Check all that apply		general education distribution requirement				
		general elective				
		other (provide details)				
Provide evidence of transferability: (minimum one, more preferred)		Completed <u>Transferability Status</u> form				
Required for Gen Ed only		E-mail correspondence with receiving institution				
	a la	Other - provide evidence				
Identify comparables at Oregon school	JIS					
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form☐ No					
Section #3 Additional Information for	new I	LDC courses				
How or where will the course		on campus				
be taught. Check all that apply	taught. Check all that apply hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)					
Is this course in a degree or certificate	e as r	required, an elective or a prerequisite? Please provide details.				
Name of certificate(s):		# credits:				
Name of degree(s):		# credits:				
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:						
Impact on other Programs and Depar	tmen	its				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.					
Have you consulted with the SAC	Nia					
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been	No.					

reached.						
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.					
Implementation term:	Next available term after approval					
	☐ Specify term AFTER	the next available				
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.						
Section # 4 Department Review						
This proposal has be reviewed at the SAC level and approved for submission.						
SAC Chair (type	e name)	Email				
Bill Bogart		bbogart@pcc.edu				
SAC Administrative Liais	on (type name)	Email				
Kurt Simonds		kurt.simonds@pcc.edu				

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New Course Lower Division Collegiate (LDC)

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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? PCC default is 0 repeats	☑ No☐ YesHow many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 60			
If the course is compelling argu	repeatable then provide a iment.					
	uivalent to another? If yes, they me description and outcomes.	☐ Yes ☑ No	Course Number and Title			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.						
		Check all th	at apply	Default (Choose one)		
	A-F (letter grade)					
	Pass/No pass					
	Audit in consultation with faculty					
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.						
Course Description: (field will expand as needed)	Provides 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:					
If this course is re standard prerequi these prerequisite and/or MTH prere Opt-out form ava	con/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following elisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum				
	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement ir					
course prefix & n					
course prefix & n	<u> </u>				
None – please ex					
None picase c/	(Piani				
worker, family n					
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate basic computations in a variety of situations with and without a calculator. 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. Creatively and confidently apply basic mathematical 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)	Basic Math (MTH 20) THEMES: 1. Mathematical vocabulary 2. Number sense 3. Computational proficiency 4. Critical thinking 5. Appropriate use of technology 6. Team work SKILLS: 1.0 ORDER OF OPERATIONS 1.1 Vocabulary (Define and use)				

		1.1.1	Grouping symbols
		1.1.2	Exponents
		1.1.3	Square roots (perfect squares)
2.0		NED NUM	
	2.1		ulary (Define and use)
		2.1.1	Absolute value
	2.2	2.1.2	Opposite vs. negative vs. minus (subtract)
	2.2	2.2.1	er sense Compare signed numbers using inequality and equality notations
		2.2.2	Place signed numbers on a number line
	2.3	Compu	
		2.3.1	Add, subtract, multiply, and divide signed numbers
		2.3.2	Simplify signed numbers to exponents
	2.4		of operations with signed numbers
	2.5		ations with signed numbers
3.0		CTIONS	
	3.1		ulary (Define and use)
		3.1.1	Proper fractions, improper fractions, mixed numbers
		3.1.2	Reciprocal
		3.1.3	Prime number
		3.1.4 3.1.5	Composite number Divisibility Rules 2, 3, 5, 9, and 10
	3.2		er Sense
	3,4	3.2.1	Compare fractions using inequality and equality notations
		3.2.2	Place signed fractions on a number line
	3.3	Compu	
	- 10	3.3.1	Add, subtract, multiply, and divide signed fractions
	3.4		of operations with fractions
	3.5		ations involving fractions
		3.5.1	Write answers to application problems as complete sentences and using proper
			units
		3.5.2	Ratios and rates
4.0	DEC	IMALS	
7.0	4.1		ulary (Define and use)
	7.1	4.1.1	Place values
		4.1.2	Powers of ten
		4.1.3	Terminating, repeating and non-terminating
	4.2		er 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	Compu	
		4.3.1	Add, subtract, multiply, and divide signed decimals
		4.3.2	Convert between fractions and decimals
	4.4		of operations with decimals
		4.4.1	Round at the end of the calculation
	4.5	Applic	
		4.5.1	Write answers to application problems as complete sentences and using proper
		453	units Pates and ratios
		4.5.2	Rates and ratios Unit rate and unit price
		4.5.3	Unit rate and unit price
5.0	PRO	PORTION	N AND PERCENT
	5.1	Vocabi	ulary
		5.1.1	Proportion
		5.1.2	Percent

		5.2	Number sense			
			5.2.1 Convert between fractions, decimals, and percents			
		5.3	Computation			
			5.3.1 Solve proportion problems for missing value			
			5.3.2 Solve percent problems			
		5.4	Applications			
			5.4.1 Write answers to application problems as complete sentences and using proper units			
			5.4.2 Identify and solve problems that involve reasoning about proportions			
			5.4.3 Solving percent increase and percent decrease problems			
		5.5	Technology			
	6.0	GRA	APHS			
		6.1	Introduce, read and interpret graphs			
	7.0	FOR	MULAS AND CONVERSIONS			
		7.1	Perimeter and area of rectangles, squares and triangles			
		7.2	Computing mean, median, and mode			
		7.3	Introduce unit conversions within each measurement system			
		7.4	Money, $\$0.35$ vs. 35ϕ (students often write 0.35ϕ)			
Reason for the new course		were at	least three courses hidden in one course that students would repeat. Now each will			
TICW COURSE	טכ נווכ	ii Owii C	Juigo. ————————————————————————————————————			

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

How or where will the course be taught. Check all that apply	 					
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.						
Name of certificate(s):			# credits:			
Name of degree(s):			# credits:			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:						
Impact on other Programs and Depar	tments					
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.					
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.					
Implementation term:	Next available term a	after approval				
	☐ Specify term AFTER	the next available				
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.						
Section # 4 Department Review						
This proposal has be reviewed at the	SAC level and approved for	submission.				
SAC Chair (type name) Email						
Bill Bogart		bbogart@pcc.edu				
SAC Administrative Liais	on (type name)	Email				
Kurt Simonds	, , ,	kurt.simonds@pcc.edu				
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New Course Lower Division Collegiate (LDC)

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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? PCC default is 0 repeats	☑ No☐ YesHow many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30			
If the course is compelling argu	repeatable then provide a iment.					
	uivalent to another? If yes, they me description and outcomes.	☐ Yes ☑ No	Course Number and Title			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.						
		Check all th	at apply	Default (Choose one)		
	A-F (letter grade)					
	Pass/No pass					
	Audit in consultation with faculty					
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.						
Course Description: (field will expand as needed)	Provides 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:	
If this course is re standard prerequithese prerequisite and/or MTH prere	on/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
course prefix & n	umber: Prerequisite Corequisite pre/co
None – please ex	plain
worker, family n	
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate algebraic computations in a variety of situations with and without a calculator. 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

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
- **5.7** Create, use, and interpret quadratic models of real-world situations algebraically and graphically

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	□ on campus □ hybrid □ on-line (complete DL N □ other (explain)	Modality form, obtain signa	iture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type			nail	
Bill Bogart		bbogart@pcc.edu		
SAC Administrative Liais	on (type name)	En	nail	
Kurt Simonds	, , ,	kurt.simonds@pcc.edu		
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New Course Lower Division Collegiate (LDC)

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Section #1 Gene	Section #1 General Information					
Department:	Developmental Education	Submitter name Phone Email	Heiko Spode	deck		
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 re	view		
Can this course be repeated? PCC default is 0 repeats	☑ No☐ YesHow many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30			
If the course is compelling argu	repeatable then provide a iment.					
	uivalent to another? If yes, they me description and outcomes.	☐ Yes ☑ No	Course Number and Title			
Choose the defa dropdown menu t will automatically	GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
		Check all th	at apply	Default (Choose one)		
	A-F (letter grade)					
	Pass/No pass					
	Audit in consultation with faculty					
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.						
Course Description: (field will expand as needed)	Provides a review of individually ch 30 hours in the lab. Completion of the courses.			ra I (Math 60). Requires a minimum of ite requirements for other math		

Addendum to Course Description:	
If this course is re standard prerequithese prerequisite and/or MTH prere	ion/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following lisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	erequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto: Placement into:
course prefix & n	umber:
course prefix & n	
course prefix & n	
None – please ex	replain
worker, family necommended. good outcomes	
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate beginning algebraic computations in a variety of situations with and without a calculator. Creatively and confidently apply beginning 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 I (MTH 60) THEMES: 1. Algebra skills 2. Graphical understanding 3. Problem solving 4. Effective communication 5. Critical thinking 6. Applications, formulas, and modeling 7. Functions 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

6.0 LITERAL EQUATIONS AND FORMULAS

6.1 Solve an equation for a specified variable in terms of other variables

		6.2	Input values into a formula and solve for the remaining variable
	7.0		ODUCTION TO TABLES AND GRAPHS
		7.1	Briefly review line graphs, bar graphs and pie charts
		7.2	Plot points on the Cartesian coordinate system; determine coordinates of points
		7.3	Classify points by quadrant or as points on an axis; identify the origin
		7.4	Label and scale axes on all graphs
		7.5	Interpret graphs in the context of an application
		7.6	Create a table of values from an equation
		7.7	Plot points from a table
	8.0	INTR	ODUCTION TO FUNCTION NOTATION
		8.1	Determine whether a given relation presented in graphical form represents a function
		8.2	Evaluate functions using function notation from a set, graph or formula
		8.3	Interpret function notation in a practical setting
		8.4	Identify ordered pairs from function notation
	9.0	LINE	AR EQUATIONS IN TWO VARIABLES
		9.1	Identify a linear equation in two variables
		9.2	Emphasize that the graph of a line is a visual representation of the solution set to a linear
			equation
		9.3	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
		9.4	Find the intercepts given a linear equation; express the intercepts as ordered pairs
		9.5	Graph the line using intercepts and check with a third point
		9.6	Find the slope of a line from a graph and from two points
		9.7	Given the graph of a line identify the slope as positive, negative, zero, or undefined. Given
		0.0	two non-vertical lines, identify the line with greater slope
		9.8	Graph a line with a known point and slope
		9.9	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
		9.10	Recognize equations of horizontal and vertical lines and identify their slopes as zero or
		7.10	undefined
		9.11	Given the equation of two lines, classify them as parallel, perpendicular, or neither
		9.12	Find the equation of a line using slope-intercept form
		9.13	Find the equation of a line using point-slope form
	10.0	APPL	ICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES
		10.1	Interpret intercepts and other points in the context of an application
		10.2	Write and interpret a slope as a rate of change
		10.3	Create and graph a linear model based on data and make predictions based upon the model
		10.4	Create tables and graphs that fully communicate the context of an application problem
	11.0	LINE	AR INEQUALITIES IN TWO VARIABLES
	11,0	11.1	Identify a linear inequality in two variables
		11.2	Graph the solution set to a linear inequality in two variables
		11.3	Model application problems using an inequality in two variables
Reason for the			least three courses hidden in one course that students would repeat. Now each will
new course	be thei	r own c	ourse.

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 r	new course is approved. It is important that we address these issues as early as	$\overline{}$			
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	1. Is there an equivalent lower division course at the University?				
2. Will a department accept the cours	se for its major or minor requirements?				
3. Will the course be accepted as par	rt of the University's distribution requirements?				
If a course transfers as an elective on nature of the course, though it will like	nly, it may still be accepted or approved as an LDC course, depending on the ely 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	required or support for major				
Check all that apply	general education distribution requirement				
	general elective				
Dec. 11s of the conformal 199	other (provide details)				
Provide evidence of transferability: (minimum one, more preferred)	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution 				
Required for Gen Ed only	Other - provide evidence				
Identify comparables at Oregon school	- - - ·				
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the <u>General Education</u> formNo				
Section #3 Additional Information for	new LDC courses				
How or where will the course	on campus				
be taught. Check all that apply	 				
Is this course in a degree or certificate	te as required, an elective or a prerequisite? Please provide details.				
Name of certificate(s):	# credits:				
Name of degree(s):	# credits:				
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	rtments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.				
	_				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been	No.				

reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	ifter approval		
	☐ Specify term AFTER	the next available		
courses will implement in fall or spring	Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review				
This proposal has be reviewed at the	This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair (type	Email			
Bill Bogart		bbogart@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Kurt Simonds		kurt.simonds@pcc.edu		

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New LDC course request

New Course Lower Division Collegiate (LDC)

_					
Section #1 Gene	Section #1 General Information				
Department:	Developmental Education	Submitter	Heiko Spode	deck	
		name			
		Phone			
		Email			
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 re	view	
Can this course	⊠ No	Contact hours:	Lecture:		
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:		
is 0 repeats	How many times?		Lab: 30		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	⊠ No			
Choose the defa dropdown menu t will automatically	GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	J i	Check all th		Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass	\boxtimes			
	Audit in consultation with faculty				
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				students". Include any	
Course Description: (field will expand as needed)	Provides a review of individually che the lab. Completion of this course do			0). Requires a minimum of 30 hours in ents for other math courses.	

Addendum to Course Description:	
If this course is re standard prerequisitese prerequisite and/or MTH prere	on/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite illable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement ir	to: Placement into:
course prefix & n	umber:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
None – please ex	plain
worker, family r	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable verbs)	 Upon successful completion of this course students will be able to: Choose and perform accurate basic computations in a variety of situations with and without a calculator. Creatively and confidently apply basic mathematical 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	Basic Math (MTH 20)
Content: Themes, Concepts, Issues and Skills: (from CCOG)	THEMES: 1. Mathematical vocabulary 2. Number sense 3. Computational proficiency 4. Critical thinking 5. Appropriate use of technology 6. Team work
	SKILLS: 1.0 ORDER OF OPERATIONS 1.1 Vocabulary (Define and use)

1.1.1 Grouping symbols 1.1.2 Exponents 1.1.3 Square roots (perfect squares) 2.0 **SIGNED NUMBERS** Vocabulary (Define and use) 2.1 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 Applications with signed numbers 2.5 3.0 **FRACTIONS** 3.1 Vocabulary (Define and use) Proper fractions, improper fractions, mixed numbers 3.1.1 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 Write answers to application problems as complete sentences and using proper units 3.5.2 Ratios and rates 4.0 **DECIMALS** Vocabulary (Define and use) 4.1 Place values 4.1.1 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 Add, subtract, multiply, and divide signed decimals 4.3.1 4.3.2 Convert between fractions and decimals 4.4 Order of operations with decimals Round at the end of the calculation 4.4.1 **Applications** 4.5 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 5.0 PROPORTION AND PERCENT 5.1 Vocabulary 5.1.1 Proportion 5.1.2 Percent

		5.2	Number	sense	
			5.2.1	Convert between fractions, decimals, and percents	
		5.3	Computation		
			5.3.1	Solve proportion problems for missing value	
			5.3.2	Solve percent problems	
		5.4	Applications		
				Write answers to application problems as complete sentences and using proper units	
			5.4.2	Identify and solve problems that involve reasoning about proportions	
			5.4.3	Solving percent increase and percent decrease problems	
		5.5	Technol	ogy	
	6.0	GRA	PHS		
		6.1	Introduc	ee, read and interpret graphs	
	7.0	FORM	MULAS AND CONVERSIONS		
		7.1	Perimete	er and area of rectangles, squares and triangles	
		7.2	Comput	ing mean, median, and mode	
		7.3	Introduc	ce unit conversions within each measurement system	
		7.4	Money,	\$0.35 vs. 35 ¢ (students often write 0.35 ¢)	
Reason for the new course		were at ir own co		e courses hidden in one course that students would repeat. Now each will	

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

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

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

nature of the course, thought it will likely not be eligible for Gen Lu 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	 □ required or support for major □ general education distribution requirement □ general elective □ other (provide details) 			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 			
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No			

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	□ on campus □ hybrid □ on-line (complete DL Modality form, obtain signature and submit) □ other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type			nail	
Bill Bogart		bbogart@pcc.edu		
SAC Administrative Liais	on (type name)	En	nail	
Kurt Simonds	, , ,	kurt.simonds@pcc.edu		
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New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department:	Developmental Education	Submitter	Heiko Spode	deck	
		name			
		Phone			
		Email			
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 re	view	
Can this course	⊠ No	Contact hours:	Lecture:		
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:		
is 0 repeats	How many times?		Lab:		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	⊠ No			
Choose the defa dropdown menu t will automatically	NS: Check as many or as few option with grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This vertical that the factor of the factor o	do not make urriculum Offic	a change in the dropdown menuce if you have questions 971-722-	
	•	Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
	Audit in consultation with faculty				
presents, continu	ence in the course description with es, promotes, and improves. Do r is in the description. Please limit the	not use the words: ne description to 1	"course" or ": -3 sentences.	students". Include any	
Course Description: (field will expand as needed)	Provides a review of individually ch course does not meet prerequisite re				

Addendum to Course Description:	
If this course is re standard prerequisitese prerequisite and/or MTH prere	equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	nto: Placement into:
course prefix & n	umber:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
None – please ex	κplain
worker, family r recommended. 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

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
- **5.7** Create, use, and interpret quadratic models of real-world situations algebraically and graphically

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

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.

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	□ on campus □ hybrid □ on-line (complete DL Modality form, obtain signature and submit) □ other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type			nail	
Bill Bogart		bbogart@pcc.edu		
SAC Administrative Liais	on (type name)	En	nail	
Kurt Simonds	, , ,	kurt.simonds@pcc.edu		
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New Course Lower Division Collegiate (LDC)

_					
Section #1 Gene	ral Information				
Department:	Developmental Education	Submitter	Heiko Spode	deck	
		name			
		Phone			
		Email			
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 re	view	
Can this course	⊠ No	Contact hours:	Lecture:		
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:		
is 0 repeats	How many times?		Lab:		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the sa	me description and outcomes.	⊠ No			
Choose the defa dropdown menu t will automatically	NS: Check as many or as few option with grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This vertical that the factor of the factor o	do not make urriculum Offic	a change in the dropdown menuce if you have questions 971-722-	
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
	Audit in consultation with faculty				
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.				students". Include any	
Course Description: (field will expand as needed)	Provides a review of individually ch course does not meet prerequisite re				

Addendum to Course Description:				
If this course is re standard prerequi these prerequisite and/or MTH prere	on/Discipline Studies Standard Prerequisite equesting approval for the Gen Ed/Discipline St isites: WR 115, RD 115 and MTH 20 or equivales, or additional prerequisites can be requested equisites at a lower level on the Gen Ed/Discipli ilable on the Curriculum website pcc.edu/curriculum	udies ent p . Hov	s l ola we tu	list, it will have, as a default, the following lacement test scores. Higher levels of any of vever, if the SAC wants to set the RD, WR
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or ed	luiva	le	ent placement test scores
☐ Placement ir	nto:	eme	en [.]	nt into:
course prefix & n	umber:			Prerequisite
course prefix & n		$\perp \!\!\! \perp \!\!\!\! \sqsubseteq$	1	Prerequisite
course prefix & n				Prerequisite Corequisite pre/co
None – please ex	rpiain			
worker, family n	TCOMES: Describe what the student will be nember, community citizen, global citizen of See course outcomes guidelines on the cue. Upon successful completion of this course students Creatively and confidently apply beginning Be prepared for future course work.	r life rricu will	lo llu b	ong learners). Three to six outcomes are um website for more guidance on writing be able to:
and measurable verbs)	Be prepared for future course work.			
Course activities and design: (from CCOG)				
Outcomes	Assessment shall include at least two of the follow 1. Tests	ing m	nea	easures:
assessment strategies:	2. Attendance			
Ğ	3. Portfolios4. Individual student conference			
Course	Introductory Algebra I (MTH 60)			
Content: Themes,	THEMES:			
Concepts, Issues and	 Algebra skills Graphical understanding 			
Skills:	3. Problem solving			
(from CCOG)	4. Effective communication5. Critical thinking			
	6. Applications, formulas, and modeling7. Functions			
	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
- 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

6.0 LITERAL EQUATIONS AND FORMULAS

6.1 Solve an equation for a specified variable in terms of other variables

		6.2	Input values into a formula and solve for the remaining variable
	7.0		ODUCTION TO TABLES AND GRAPHS
		7.1	Briefly review line graphs, bar graphs and pie charts
		7.2	Plot points on the Cartesian coordinate system; determine coordinates of points
		7.3	Classify points by quadrant or as points on an axis; identify the origin
		7.4	Label and scale axes on all graphs
		7.5	Interpret graphs in the context of an application
		7.6	Create a table of values from an equation
		7.7	Plot points from a table
	8.0	INTR	ODUCTION TO FUNCTION NOTATION
		8.1	Determine whether a given relation presented in graphical form represents a function
		8.2	Evaluate functions using function notation from a set, graph or formula
		8.3	Interpret function notation in a practical setting
		8.4	Identify ordered pairs from function notation
	9.0	LINE	AR EQUATIONS IN TWO VARIABLES
		9.1	Identify a linear equation in two variables
		9.2	Emphasize that the graph of a line is a visual representation of the solution set to a linear
			equation
		9.3	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
		9.4	Find the intercepts given a linear equation; express the intercepts as ordered pairs
		9.5	Graph the line using intercepts and check with a third point
		9.6	Find the slope of a line from a graph and from two points
		9.7	Given the graph of a line identify the slope as positive, negative, zero, or undefined. Given
		0.0	two non-vertical lines, identify the line with greater slope
		9.8	Graph a line with a known point and slope
		9.9	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
		9.10	Recognize equations of horizontal and vertical lines and identify their slopes as zero or
		7.10	undefined
		9.11	Given the equation of two lines, classify them as parallel, perpendicular, or neither
		9.12	Find the equation of a line using slope-intercept form
		9.13	Find the equation of a line using point-slope form
	10.0	APPL	ICATIONS OF LINEAR EQUATIONS IN TWO VARIABLES
		10.1	Interpret intercepts and other points in the context of an application
		10.2	Write and interpret a slope as a rate of change
		10.3	Create and graph a linear model based on data and make predictions based upon the model
		10.4	Create tables and graphs that fully communicate the context of an application problem
	11.0	LINE	AR INEQUALITIES IN TWO VARIABLES
	11,0	11.1	Identify a linear inequality in two variables
		11.2	Graph the solution set to a linear inequality in two variables
		11.3	Model application problems using an inequality in two variables
Reason for the			least three courses hidden in one course that students would repeat. Now each will
new course	be thei	r own c	ourse.

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 cours	e for	its major or minor requirements?			
3. Will the course be accepted as par	t of th	he University's distribution requirements?			
If a course transfers as an elective on nature of the course, though it will like		may still be accepted or approved as an LDC course, depending on the pt 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		required or support for major			
Check all that apply		general education distribution requirement			
		general elective other (provide details)			
Provide evidence of transferability:		Completed Transferability Status form			
(minimum one, more preferred)		E-mail correspondence with receiving institution			
Required for Gen Ed only		Other - provide evidence			
Identify comparables at Oregon school	ols				
Is General Education or Cultural Diversity designation being sought at this time?		☐ Yes – Submit the General Education form☐ No			
Section #3 Additional Information for	new l				
How or where will the course		on campus hybrid			
be taught. Check all that apply		on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate	e as r	required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):		# credits:			
Name of degree(s):		# credits:			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tmen	nts			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.				
Harris and the Lord Control of the C	NI.				
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.				
agreements that have been	1				

reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	Next available term after approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LD courses will implement in fall or spring terms depending on the formal approval process (see timetable linking reque and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type name) Email				
Bill Bogart		bbogart@pcc.edu		
SAC Administrative Liaison (type name)		Email		
Kurt Simonds		kurt.simonds@pcc.edu		

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New Course Lower Division Collegiate (LDC)

Section #1 Gene	ral Information			
Department:	Developmental Education	Submitter	Heiko Spod	deck
		name		
		Phone		
		Email		
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 re	view
Can this course	⊠ No	Contact hours:	Lecture:	
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:	
is 0 repeats	How many times?		Lab:	
If the course is compelling argu	repeatable then provide a iment.			
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title	
must have the sa	me description and outcomes.	⊠ No		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
	Audit in consultation with faculty			
presents, continu	not use the words: ne description to 1	"course" or ": -3 sentences.		
Course Description: (field will expand as needed)	Provides a review of individually ch meet prerequisite requirements for o		: Math (Math 2	0). Completion of this course does not

Addendum to Course Description:	
	on/Discipline Studies Standard Prerequisite Approval equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following
standard prerequ	isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of
	es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite
	ilable on the Curriculum website pcc.edu/curriculum
☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement ir	nto: Placement into:
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	
course prefix & n	
None – please ex	cplain
LEARNING OU	TCOMES: Describe what the student will be able to do "out there" (in their life roles as
worker, family r	nember, community citizen, global citizen or lifelong learners). Three to six outcomes are
	See course outcomes guidelines on the curriculum website for more guidance on writing
good outcomes Learning	Upon successful completion of this course students will be able to:
Outcomes:	 Creatively and confidently apply basic mathematical problem solving strategies.
(Use observable and measurable	Be prepared for future course work.
verbs)	
Course	
activities and	
design: (from CCOG)	
Outcomes assessment	Assessment shall include at least two of the following measures: 1. Tests
strategies:	2. Attendance
	 Portfolios Individual student conference
	II Martidadi statione comercine
Course	Basic Math (MTH 20)
Content: Themes,	THEMES:
Concepts,	1. Mathematical vocabulary
Issues and Skills:	Number senseComputational proficiency
(from CCOG)	4. Critical thinking
	5. Appropriate use of technology6. Team work
	SKILLS: 1.0 ORDER OF OPERATIONS
	1.1 Vocabulary (Define and use)
	1.1.1 Grouping symbols

	1.1.	2 Exponents	
	1.1.		
2.0	SIGNED N		
		ocabulary (Define and use)	
	2.1.		
	2.1.	11 0	
		umber sense	
	2.2.		
	2.2. 2.3 Co		
	2.3	omputation 1 Add subtract multiply and divide signed numbers	
	2.3. 2.3.		
		der of operations with signed numbers	
		oplications with signed numbers	
	2.5 A ₁	pheations with signed numbers	
3.0	FRACTIO	NS	
		ocabulary (Define and use)	
	3.1.		
	3.1.		
	3.1.	1	
	3.1.		
	3.1.		
		imber Sense	
	3.2.		
	3.2.	E	
		omputation 1. The state of the	
	3.3.		
		der of operations with fractions	
		oplications involving fractions	
	3.5.		
	3.5.	units 2 Ratios and rates	
	3.3.	= 1000 and 1000	
4.0	DECIMAL	S	
		ocabulary (Define and use)	
	4.1.		
	4.1.		
	4.1.	3 Terminating, repeating and non-terminating	
		imber sense	
	4.2.		
	4.2.		
	4.2.	6	
		omputation	
	4.3.	· 1 • · · · · · · · · · · · · · · · · ·	
	4.3.		
		der of operations with decimals 1. Round at the and of the calculation	
	4.4.		
	4.5 A _I	pplications 1 Write answers to application problems as complete sentences and using proper	
	4.5.	write answers to application problems as complete sentences and using proper units	
	4.5.		
	4.5. 4.5.		
	7.50	e one two and ante price	
5.0	PROPORT	TION AND PERCENT	
-		ocabulary	
	5.1.	·	
	5.1.	•	
	5.2 No	umber sense	

			5.2.1	Convert between fractions, decimals, and percents
		5.3	Computation	
			5.3.1	Solve proportion problems for missing value
			5.3.2	Solve percent problems
		5.4	Applic	eations
			5.4.1	Write answers to application problems as complete sentences and using proper units
			5.4.2	Identify and solve problems that involve reasoning about proportions
			5.4.3	Solving percent increase and percent decrease problems
		5.5	Techn	ology
	6.0	GRAP	APHS	
		6.1	Introd	uce, read and interpret graphs
	7.0	FORM	IULAS .	AND CONVERSIONS
		7.1		eter and area of rectangles, squares and triangles
		7.2		uting mean, median, and mode
		7.3		uce unit conversions within each measurement system
		7.4	Money	y, \$0.35 vs. 35¢ (students often write 0.35¢)
Reason for the new course		were at I r own co		ee courses hidden in one course that students would repeat. Now each will

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	□ on campus □ hybrid □ on-line (complete DL N □ other (explain)	Modality form, obtain signa	iture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.			
Implementation term:	Next available term a	after approval		
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SAC Chair (type			nail	
Bill Bogart		bbogart@pcc.edu		
SAC Administrative Liais	on (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^{th} floor.				

New Course Lower Division Collegiate (LDC)

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

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Addendum to Course Description:		
If this course is re standard prerequisite these prerequisite and/or MTH prere	isites: WR 115, RD 115 and MTH 20 oes, or additional prerequisites can be r	cipline Studies list, it will have, as a default, the following or equivalent placement test scores. Higher levels of any of requested. However, if the SAC wants to set the RD, WR Ed/Discipline Studies list, you will need to use the Prerequisite
☐ Standard Pre	requisites - WR 115, RD 115 and MTI	H 20 or equivalent placement test scores
☐ Placement in	nto:	☐ Placement into:
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co
None – please ex	kplain Plain	
worker, family n	nember, community citizen, global See course outcomes guidelines c	ent will be able to do "out there" (in their life roles as citizen or lifelong learners). Three to six outcomes are on the curriculum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	improve wellbeing and ma	different forms of artistic expression
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 strate	egies may include:
	Written reviews/critiques Creative project Class discussion Written exam	egies may include.
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Balle Learn and apply safe practices re Apply feedback given to foster im	elated to technical training in dance

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

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

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

natare of the course, though it will likely flot be eligible for Gen Eu status.		
Which OUS school will the course transfer to? List all	U of O, WOU	
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 	
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)	
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No	

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

Name of certificate(s):			# credits:			
Name of degree(s):			# credits:			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:						
Impact on other Programs and Departments						
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance					
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.						
	T					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance					
Implementation term:	Next available term after approval x Specify term AFTER the next available Fall 2013					
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.						
Section # 4 Department Review						
This proposal has be reviewed at the SAC level and approved for submission.						
SAC Chair (type name)		Email				
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 – $DC - 4^{th}$ floor.						

New Course Lower Division Collegiate (LDC)

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

Addendum to Course Description: General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: Course prefix & number: D190A or PE120A x 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.			109	
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: Course prefix & number: D190A or PE120A	Course			
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores Placement into: Course prefix & number: D190A or PE120A				
□ Placement into: course prefix & number: D190A or PE120A	If this course is restandard prerequisite these prerequisite and/or MTH prere Opt-out form avail	equesting approval for the Gen Ed/Disc isites: WR 115, RD 115 and MTH 20 des, or additional prerequisites can be requisites at a lower level on the Gen Elable on the Curriculum website pcc.e	cipline Studor equivale requested. d/Disciplinedu/curricul	dies list, it will have, as a default, the following ent placement test scores. Higher levels of any of However, if the SAC wants to set the RD, WR the Studies list, you will need to use the Prerequisite lum
course prefix & number: D190A or PE120A	Standard Prer	requisites - WR 115, RD 115 and MTF	H 20 or equ	uivalent placement test scores
course prefix & number: course prefix & number: Prerequisite Corequisite pre/co 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	☐ Placement int	to:	☐ Place	ement into:
course prefix & number: None – please explain LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing	course prefix & nu	ımber: D190A or PE120A		x Prerequisite
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				
LEARNING OUTCOMES: Describe what 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				Prerequisite Corequisite pre/co
	worker, family m recommended. S good outcomes.	nember, community citizen, global See course outcomes guidelines o	citizen or on the curr	lifelong learners). Three to six outcomes are riculum website for more guidance on writing
 Engage in and appreciate different forms of artistic expression 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 Listen and question as appropriate 	Outcomes: (Use observable and measurable	Promote health and wellbe interaction	eing via pl	•
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 Participation	activities and design: (from CCOG)	Center Work Adagio Simple Jumps Basic turns Traveling and linking steps French terminology Dance class etiquette		

assessment

strategies:

Course Content:

Vocabulary Exam

Creative project Class discussion Written exam

Written reviews/critiques

Other outcome assessment strategies may include:

Explore the fundamentals of Ballet technique

Learn and apply safe practices related to technical training in dance

Th	
Themes, Concepts,	Apply feedback given to foster improvement of technique
Issues and	Identify and use internal and external rotation in the hips (parallel and turn-out) as well as
Skills:	the various positions of the feet
(from CCOG)	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	Reworking repeatable courses
new course	
	1

Contina	#2	Transforabiltiv
Section	#2	Transferabiltiv

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

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

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)				
Is this course in a degree or certificate	e as required, an elective or a	a prerequisite? Please pro	vide details.		
Name of certificate(s):			# credits:		
Name of degree(s):			# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	chere similar courses existing in programs or disciplines at 2. If yes, explain and/or libe the nature of cowledgements and/or ements that have been				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance				
Implementation term:	Next available term a	• •			
		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					
	SAC level and approved for	submission.			
	This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Email				
Levi Query	, namo _j	Iquery@pcc.edu			
SAC Administrative Liais	on (type name)		nail		
Jen Piper	, , , , , , , , , , , , , , , , , , , ,	Jennifer.piper1@pcc.edu			
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New Course Lower Division Collegiate (LDC)

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

Addendum to				
Course				
Description:				
General Education/Discipline Studies Standard Prerequisite Approval				
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following				

General Education/Discipline Studies Standard P	rerequisite A	Approvai					
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum							
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores							
☐ Placement into: ☐ Placement into:							
course prefix & number: D190B or PE120B x Prerequisite							
course prefix & number:							
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co				
None – please explain							
	·	·	·	·			

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group (Use observable interaction and measurable verbs) Appraise own skills and abilities Barre work Course activities and Center Work design: Basic positions of the body (from CCOG) Fixed points of the studio or stage Adagio Jumps Basic turns Traveling and linking steps Allegro (petit and grand) Outcomes **Participation** assessment Practical exam strategies: 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: (from CCOG)	Introduce the positions of the body Introduce fixed points in the studio or on stage Utilize axial and locomotor movements Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a continuing level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Demonstrate spatial awareness Demonstrate different movement qualities Execute intermediate jumps, turns, and patterns
Reason for the new course	Reworking repeatable courses

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

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

nature of the course, though it will likely not be eligible for Gen Ed Status.				
Which OUS school will the course transfer to? List all	U of O, WOU			
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D186 (WOU) DANC 272 (U of O)			
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No			

Section #3 Additional Information for	new LDC courses				
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)				
Is this course in a degree or certificate	<u> </u>	a nrerequisite? Please nro	wide details		
Name of certificate(s):	as required, air elective or t	a prorequione: Tricado pre	# credits:		
Name of degree(s):			# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	# Cledits.				
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	sting in 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.					
Implementation term:	□ Next available term a	ofter approval			
	x Specify term AFTER the	next available Fall 2013			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type name) Email			naıl		
Levi Query lquery@pcc.edu					
SAC Administrative Liaison (type name) Email					
Jen Piper Jennifer.piper1@pcc.edu This signature black is NOT to be used in lieu of the signature page. Places return the completed signature page.					
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.					

New Course Lower Division Collegiate (LDC)

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

Addendum to Course Description:				
If this course is re standard prerequi these prerequisite and/or MTH prere Opt-out form ava	isites: WR 115, RD 115 and MTH 20 or es, or additional prerequisites can be re	ipline Stud r equivaler equested. I d/Discipline du/curriculu	dies list, it will have, as a default, the following on placement test scores. Higher levels of any of However, if the SAC wants to set the RD, WR e Studies list, you will need to use the Prerequisite um	
☐ Placement ir	nto:	☐ Place	ement into:	
course prefix & n	umber: D191A or PE120C		x Prerequisite	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n			Prerequisite Corequisite pre/co	
None – please ex	xplain			
worker, family n	nember, community citizen, global c See course outcomes guidelines or	itizen or l	able to do "out there" (in their life roles as lifelong learners). Three to six outcomes are iculum website for more guidance on writing	
Learning Outcomes: (Use observable and measurable verbs)	 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 Apply feedback to improve performance 			
Course activities and design: (from CCOG)	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Intermediate Jumps and Turns Traveling and linking steps Allegro (petit and grand)			
Outcomes	Participation			
assessment strategies:	sessment Practical exam			
G	Other outcome assessment strates Written reviews/critiques Creative project Class discussion Written exam	gies may	include:	
Course	Demonstrate beginning/intermedia	ate skills i	n seauencina	

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

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

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

nature of the course, thought it will likely not be eligible for Gert Ed Status.				
Which OUS school will the course transfer to? List all	U of O, WOU			
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D186 (WOU) DANC 272 (U of O)			
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No			

Section #3 Additional Information for	Section #3 Additional Information for new LDC courses					
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)					
Is this course in a degree or certificate	<u> </u>	a nrerequisite? Please nro	wide details			
Name of certificate(s):	as required, air elective or t	a prorequione: Tricado pre	# credits:			
Name of degree(s):			# credits:			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	in dicuito.					
Impact on other Programs and Depar	tments					
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance					
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.						
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been					
Implementation term:	Next available term after approval					
	x Specify term AFTER the	next available Fall 2013				
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.						
Section # 4 Department Review						
This proposal has be reviewed at the SAC level and approved for submission.						
SAC Chair (type	e name)	Email				
Levi Query	on thus are and	lquery@pcc.edu	o o il			
SAC Administrative Liais	on (type name)	Email				
Jen Piper	ad in liqu of the signature	Jennifer.piper1@pcc.e				
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New Course Lower Division Collegiate (LDC)

L						
Section #1 General Information						
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@pcc.edu			
Course Prefix and Number:	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? PCC default is 0 repeats	x No Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30			
If the course is repeatable then provide a compelling argument.						
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes □ No	Course Number and Title D290A-Ballet III-first term			
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.						
		Check all th	at apply	Default (Choose one)		
A-F (letter grade)		Х		Х		
Pass/No pass		х				
Audit in consultation with faculty		X				
presents, continu	ence in the course description with es, promotes, and improves. Do r is in the description. Please limit the	not use the words:	"course" or "	s <i>tudents".</i> Include any		
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					

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General Education/Discipline Studies Standard Pre	General Education/Discipline Studies Standard Prerequisite Approval						
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum							
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores							
☐ Placement into: ☐ Placement into:							
course prefix & number: D191B or PE120D x Prerequisite							
course prefix & number:				☐ pre/co			
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co			
None – please explain		<u>-</u>	<u>-</u>				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Apply feedback to improve performance and measurable verbs) Perform tasks, procedures, and processes with competence Course Barre work activities and Center Work design: **Grand Adagio** (from CCOG) Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc) Outcomes **Participation** assessment Practical exam strategies: Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam Course Demonstrate Intermediate/Advanced skills in sequencing Content: Clearly apply body positions, facings, port de bras, and epaulement Themes,

Concepts, Issues and Skills: (from CCOG)	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
Reason for the new course	Elements of expression and communication in Ballet Clarify transitions Demonstrate stamina, increased speed, control, strength, and balance Reworking repeatable courses

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

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

Tidade of the course, though it will interly not be digible for Con La ciatae.				
Which OUS school will the course transfer to? List all	U of O, WOU			
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D187 (WOU) DANC 272 (U of O)			
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No			

Section #3 Additional Information for new LDC courses					
How or where will the course	x on campus hybrid				
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit)				
	other (explain)				
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide details.		
Name of certificate(s):			# credits:		
Name of degree(s):			# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance				
	Т				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance				
Implementation term:	Next available term after approval				
	x Specify term AFTER the	• •			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Section # 4 Department Review					
This proposal has be reviewed at the	SAC level and approved for	submission.			
SAC Chair (type name) Email					
Levi Query					
SAC Administrative Liaison (type name) Email			nail		
Jen Piper	, , ,	Jennifer.piper1@pcc.edu			
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New Course Lower Division Collegiate (LDC)

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

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General Education/Discipline Studies Standard Pre	requisite A	Approval			
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum					
☐ Standard Prerequisites - WR 115, RD 115 and MT	H 20 or equ	ivalent placement	test scores		
☐ Placement into: ☐ Placement into:					
course prefix & number: D290A or PE120E x Prerequisite Corequisite pre/co					
course prefix & number:					
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co	
None – please explain	·	·		·	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Apply feedback to improve performance and measurable verbs) Perform tasks, procedures, and processes with increasing competence Course Barre work activities and Center Work design: **Grand Adagio** (from CCOG) Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc) Outcomes **Participation** assessment Practical exam strategies: Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam Course Demonstrate Intermediate/Advanced skills in sequencing Content: Clearly apply body positions, facings, port de bras, and epaulement Themes,

Concepts, Issues and Skills: (from CCOG)	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
Reason for the new course	Elements of expression and communication in Ballet Clarify transitions Demonstrate stamina, increased speed, control, strength, and balance Reworking repeatable courses

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

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

Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses				
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit)			
	other (explain)			
Is this course in a degree or certificate	e as required, an elective or a	a prerequisite? Please pro		
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
	T			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been			
Implementation term:	Next available term a	after approval		
	x Specify term AFTER the	next available Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
	SAC Chair (type name) Email			
Levi Query	,	Iquery@pcc.edu		
SAC Administrative Liais	son (type name)	En	nail	
Jen Piper	, , ,	Jennifer.piper1@pcc.edu		
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New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@pcc.edu		
Course Prefix and Number:	PE121A	# Credits:	1		
Course Title: (60 characters max)	Modern I –first term	Transcript Title (30 characters max)			
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		
	•		D 100/ (1/100		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	Ţ	Check all th		Default (Choose one)	
	A-F (letter grade)	х		Х	
	Pass/No pass	х			
	Audit in consultation with faculty	х 🗆			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed) Introduces fundamentals of Modern Dance technique with a focus on correct alignment, development of strength, flexibility, range of motion, and stability, and dance specific terminology. Audit available.					

General Education/Discipline	Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum					
Standard Prerequisites - WR 119	5, RD 115 and MTH 20	or equival	ent placement test	scores	
☐ Placement into:	☐ Placement into: ☐ Placement into:				
course prefix & number:					
course prefix & number:					
course prefix & number: Prerequisite Corequisite pre/co					☐ pre/co
None – please explain	ease 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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning Apply lessons in basic anatomy, safe practices, and injury prevention in order to improve Outcomes: wellbeing and make informed choices (Use observable Engage in and appreciate different forms of artistic expression and measurable verbs) Respond to feedback to improve performance Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Written reviews/critiques strategies: Other outcome assessment strategies may include: Creative project Class discussion Written exam Course Explore the fundamentals of Modern Dance Content: Learn and apply safe practices related to technical training in dance Themes, Apply feedback given to foster improvement of technique Concepts, Identify and use internal and external rotation in the hips (parallel and turn-out) Issues and

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

Section #2 Transferabiltiy		
Concern over students taking many course the transferability of LDC courses. The state our new LDC course in transfer. We anticip from more than one school before a new of possible in the development and internal a colleagues at one or more OUS schools to 1. Is there an equivalent lower division course. Will a department accept the course for 3. Will the course be accepted as part of the lf a course transfers as an elective only, it	its major or minor requirements? ne University's distribution requirements? may still be accepted or approved as an LDC course, depending on the	
nature of the course, though it will likely not be eligible for Gen Ed status.		
Which OUS school will the course transfer to? List all		
How does it transfer Check all that apply x required or support for major general education distribution requirement general elective other (provide details)		

Other - provide evidence

x No

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

☐ Completed <u>Transferability Status</u> form

Yes – Submit the General Education form

☐ E-mail correspondence with receiving institution

Provide evidence of transferability:

Identify comparables at Oregon schools

Diversity designation being sought at

(minimum one, more preferred)

Is General Education or Cultural

Required for Gen Ed only

this time?

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

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance			
11 11 11 11 11 11 11				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance			
Implementation term:	Next available term ax Specify term AFTER the	after approval e next available Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name) Email		Email		
Levi Query		Iquery@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Jen Piper	· · · · · · · · · · · · · · · · · · ·			
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

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

General Education/Discipline Studies Standard P	rerequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	☐ Place	ement into:		
course prefix & number: D130A or PE121A X Prerequisite Corequisite pre/co				
course prefix & number:				
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Respond to feedback to improve performance and measurable verbs) Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Written reviews/critiques strategies: Other outcome assessment strategies may include: Creative project Class discussion Written exam Course Demonstrate beginning level skills in sequencing Content: Introduce changes in levels in space Themes, Utilize axial and locomotor movements Concepts,

	100
Issues and Skills: (from CCOG)	Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness
Reason for the new course	Reworking repeatable courses.

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

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

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

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

		100		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective: Impact on other Programs and Departments Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached. Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached. Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of 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 acknowledgements and/or agreements that have been reached. Implementation term: Next available term after approval x Specify term AFTER the next available: Fall 2013 x Spec	Name of certificate(s):			# credits:
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tother 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 acknowledgements and/or agreements that have been reached. Implementation term: Next available term after approval x Specify term AFTER the next available: Fall 2013 Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking reques and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs. Section # 4 Department Review This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Email Levi Query Jennifer.piper1 @pcc.edu This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page	Impact on other Programs and Depart	tments		
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Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached. Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached. Implementation term: Next available term after approval x Specify term AFTER the next available: Fall 2013 Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking reques and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs. Section # 4 Department Review This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Email Levi Query Iquery@pcc.edu SAC Administrative Liaison (type name) Email Jen Piper Jennifer.piper1@pcc.edu This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page	11 11 11 11 11 11 11			
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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 reques and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs. Section # 4 Department Review This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Levi Query SAC Administrative Liaison (type name) Jennifer.piper1@pcc.edu This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page	Implementation term:	Next available term a	after approval	
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Levi Query Iquery@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				
SAC Administrative Liaison (type name) 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				nan
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				
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New Course Lower Division Collegiate (LDC)

L	,			
Section #1 General Information				
Department:	PE	Submitter	Levi Query	
		name	5519	
		Phone	lquery@pcc	.edu
		Email		
Course Prefix and Number:	PE121C	# Credits:	1	
Course Title:	Modern II- first term	Transcript Title	Modern II- fi	rst term
(60 characters		(30 characters max)		
max)	New LDC courses may not be	,		
Can this course be repeated?	repeated for credit effective	Contact hours: PER	Lecture:	
be repeated?	2013-14 school year.	QUARTER	Lec/lab:	
		4. 07 11 1.1 = 1 1	Lab: 30	
If the course is	repeatable then provide a			
compelling argu	ıment.			
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title	
must have the same description and outcomes.		No	D131A-Modern II-first	
GRADE OPTIONS: Check as many or as few options as you'd like				
	ault grade option. What is the de			
	for the CRN. Students who do not			a change in the dropdown menuce if you have questions 971-722-
	details on grade options see the A			
	<u> </u>	Check all th	at apply	Default (Choose one)
	A-F (letter grade)	х		Х
Pass/No pass		х		
Audit in consultation with faculty		х		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers,				
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Description:	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.			
(field will expand as		,		
needed)				

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: D130B or PE121B				
course prefix & number:				
course prefix & number:			☐ pre/co	
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Appraise own skills and abilities and measurable verbs) Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Application instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes **Participation** assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate beginning/intermediate skills in sequencing Content: Continue working with changes in levels Themes, Utilize axial and locomotor movements Concepts,

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

Section	#2	Transferab	iltiv
Section	#2	- Fransierao	HITIV

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

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

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

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

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.					
Name of certificate(s):	, .		# credits:		
Name of degree(s):			# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance				
	T				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance				
Implementation term:	☐ Next available term a	after approval			
	x Specify term AFTER th	e next available: Fall 2013	}		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type name)		Email			
Levi Query		Iquery@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 – $DC - 4^{th}$ floor.					

New Course Lower Division Collegiate (LDC)

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

General Education/Discipline Studies Standard Pro	erequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: D131A or PE121C				
course prefix & number:				
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Respond to feedback to improve performance Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Practical Exam strategies: Written review/critique OR performance in PCC dance concert or event Course Demonstrate intermediate skills in sequencing Content: Continue working with changes in levels Themes, Utilize axial and locomotor movements Concepts, Further examine use of line and shape Issues and Skills: Adapt choreography to varying tempos, kinds of music, etc. (from CCOG) Explore musicality at an intermediate level Apply instructor and peer feedback to improve performance

	1.14
	Work from internally and externally rotated positions
	Create a more complete self-image
	Demonstrate spatial awareness
	Body part vs whole
	Demonstrate different movement qualities: percussive, swinging, sustained, etc.
	Adapt to changes in facings, levels, tempos, musicality, etc.
	Solve problems creatively both individually as well as in groups
Reason for the	Reworking repeatable courses.
new course	

Section	n #2	Transf	fera	hiltiv
OCCIO	$\Pi \pi = \Pi$	HUIN	U U	OHU V

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

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

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

nature of the course, though it will likely not be eligible for Gen Ed status.		
Which OUS school will the course transfer to? List all	U of O, WOU	
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 	
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)	
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No	

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

	147		
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance		
	T		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance		
Implementation term:	Next available term after approval		
Allow 2. 4 months to consider the	x Specify term AFTER the next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair (type name)			nail
Levi Query		Iquery@pcc.edu	
SAC Administrative Liaison (type name)			nail
Jen Piper Jennifer.piper1@pcc.edu		du	
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New Course Lower Division Collegiate (LDC)

L				
Section #1 General Information				
Department:	PE	Submitter name Phone Email	Levi Query 5519 Iquery@pcc.edu	
Course Prefix and Number:	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	
	•	•	D 2007 WOO	em m mot tem
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	y i	Check all th		Default (Choose one)
	A-F (letter grade)	х	x x	
Pass/No pass		х		
Audit in consultation with faculty		Х		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed) Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique, and performance. May be audited.				

General Education/Discipline Studies Standard	Prerequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: D131B or PE121D				
course prefix & number:				
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Perform tasks, procedures, and processes with competence Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate intermediate/advanced skills in sequencing Content: Continue working with changes in levels Themes. Utilize axial and locomotor movements

	150
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 intermediate/advanced level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulate the spine, feet, and arms Demonstrate spatial awareness Body part vs whole Apply skills in ensemble thinking Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively Differentiate between core and distal initiation May explore inversions as appropriate
Reason for the new course	Reworking repeatable courses.

Section #2 Transferabiltiy

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

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

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

nature of the course, thought will likely not be engine for configuration.		
Which OUS school will the course transfer to? List all	U of O, WOU	
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence DANC270 (U of O), D182 (WOU)	
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No	

Section #3 Additional Information for new LDC courses				
How or where will the course be taught. Check all that apply	x on campus ightharpoonup your property of the company of the com			
ar magni enconom man app y	on-line (complete DL N	Modality form, obtain signa	ture and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with Dance			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with Dance			
Implementation term:	Next available term after approval			
	x Specify term AFTER th	e next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name) Email		nail		
Levi Query		Iquery@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Jen Piper		Jennifer.piper1@pcc.edu		
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New Course Lower Division Collegiate (LDC)

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

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Pla		ement into:		
course prefix & number: D230A or PE121E X		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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Perform tasks, procedures, and processes with increasing competence Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate advanced skills in sequencing Content: Continue working with changes in levels Themes. Utilize axial and locomotor movements

	155
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 Transferabiltiy

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

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

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

nature of the course, though it will likely not be eligible for Gen Ed Status.	
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	DANC270 (U of O), D182 (WOU)
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No

Section #3 Additional Information for new LDC courses			
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL M	Modality form, obtain signa	ture and submit)
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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.	nother department or campus? If es, explain and/or describe the ature of acknowledgments and/or greements that have been		
Implementation term:	Next available term a	after approval	
	x Specify term AFTER the next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Pavious			
Section # 4 Department Review This proposal has be reviewed at the SAC level and approved for submission			
This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Email			
SAC Chair (type name) Levi Query		Iquery@pcc.edu	Iuii
SAC Administrative Liais	on (type name)		nail
Jen Piper		Jennifer.piper1@pcc.edu	
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New Course Lower Division Collegiate (LDC)

L				
Section #1 General Information				
Department:	Physical Education	Submitter name Phone Email	Christine M 971-722-38 mchristine.	•
Course Prefix and Number:	PE 130 A	# Credits:	1	
Course Title: (60 characters max)	Adapted Physical Education I	Transcript Title (30 characters max)	Adapted Pl	hysical Education I
Can this course be repeated?	☐ Yes	Contact hours: PER	Lecture:	
PCC default	⊠ No	QUARTER	Lec/lab:	
is 0 repeats			Lab: 30	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they		☐ Yes ⊠ No	Course Number and Title: PE 130 A: Adapted Physical Education I	
must have the same description and outcomes. No GRADE OPTIONS: Check as many or as few options as you'd like			,	
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	<u> </u>	Check all th	at apply	Default (Choose one)
	A-F (letter grade)	\boxtimes		
Pass/No pass				
Audit in consultation with faculty				
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				
Course Description: (field will expand as 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.

	General Education/Discipline Studies Standard Prerequisite Approval			
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
	☐ Standard Pre	requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores		
	☐ Placement in	to: Placement into:		
	course prefix & n	umber: Prerequisite Corequisite pre/co		
	course prefix & n	 		
	course prefix & n			
	None – please ex	plain		
	worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing		
	Learning Outcomes: (Use observable and measurable verbs)	 Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime. Continue to adapt physical fitness activities including cardiorespiratory fitness, muscle fitness and flexibility. Assess community group and individual exercise programs appropriate for their various injuries or disabilities. 		
	Course activities and design: (from CCOG)	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.		
	Outcomes assessment strategies:	 Individualized pre and post testing with record keeping Exercise records and logs 		
	Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	 Warm-up and cool-down routines Appropriate exercises to promote cardiovascular fitness. Appropriate exercises to promote muscular strength and endurance. Appropriate exercises to promote flexibility. Participation in individualized rehabilitation exercises. Demonstration of safe exercise progressions Maintenance of pre-post testing and exercise records. Develop lifelong fitness, health and wellness. Experience the relationship of the mind, body and spirit. 		

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

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

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

other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	Next available term a	ifter approval
'	Specify term AFTER	• •
courses will implement in fall or spring	v course approval process be g terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.
Section # 4 Department Review		
This proposal has be reviewed at the	SAC level and approved for	submission.
SAC Chai	r	Email
Levi Query		lquery@pcc.edu
SAC Administrativ	e Liaison	Email
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New Course Lower Division Collegiate (LDC)

Section #1 Gene	ral Information						
Department: Physical Education		Submitter	Christine Manning,				
		name Phone	971-722-38				
		Email	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 P	hysical Education II			
Can this course	☐ Yes	Contact hours:	Lecture:				
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:				
is 0 repeats		QUARTER	Lab: 30				
If the course is repeatable then provide a compelling argument.							
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title: PE130 B: Adapted				
must have the same description and outcomes.		⊠ No	Physical E	ducation II			
	NS: Check as many or as few option	•					
dropdown menu f will automatically	ault grade option . What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	t make a choice or option. Call the C	r do not make urriculum Offi	e a change in the dropdown menuce if you have questions 971-722-			
	<u> </u>	Check all th		Default (Choose one)			
	A-F (letter grade)						
	Pass/No pass						
	Audit in consultation with faculty						
Begin the course description with an active verb and use such phrases: This course will and/or Students will Include of							
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.				owledge and skills needed to cises. Introduces activities diorespiratory conditioning,			

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.

If this course is re standard prerequ these prerequisite and/or MTH prere Opt-out form ava	equesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following isites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of es, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR equisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite lable on the Curriculum website pcc.edu/curriculum requisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement in	
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
course prefix & n	umber: Prerequisite Corequisite pre/co
None – please ex	plain
worker, family n	TCOMES: Describe what the student will be able to do "out there" (in their life roles as nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	 Adapt exercises learned in class to Improve overall physical fitness throughout their lifetime. Continue to participate in adapted activities including cardiorespiratory fitness, muscle fitness and flexibility. Assess community group and individual exercise programs appropriate for their various injuries or disabilities. Develop their own individual exercise program appropriate for their injuries in one component of fitness (cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition.)
Course activities and design: (from CCOG)	Classes are conducted with small groups of students. Exercise routines will vary between individual exercises, with another student or with the entire class.
Outcomes assessment strategies:	 Individualized pre and post testing with record keeping Exercise records and logs
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	 Aquatic warm-up and cool-down routines Appropriate exercises to promote cardiovascular fitness. Appropriate exercises to promote muscular strength and endurance. Appropriate exercises to promote flexibility. Participation in individualized rehabilitation exercises. Demonstration of safe exercise progressions

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

Section #2 Transferabiltiy					
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.					
Which OUS school will the course transfer to? List all	AAOT Foundational Requirement - Health/Wellness/Fitness : One or more courses totaling at least three credits: 3 PE courses.				
How does it transfer	required or support for major				
Check all that apply	general education distribution requirement				
11,7	□ general elective				
	other (provide details)				
Provide evidence of transferability:	Completed <u>Transferability Status</u> form				
(minimum one, more preferred)	E-mail correspondence with receiving institution				
Required for Gen Ed only	Other - provide evidence				
Identify comparables at Oregon schools	·				
Is General Education or Cultural	Yes – Submit the General Education form				
Diversity designation being sought at this time?	No No				

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

Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	Next available term a	after approval		
	Specify term AFTER			
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request	
Section # 4 Department Review				
This proposal has be reviewed at the				
SAC Chai	r	Email		
Levi Query		Iquery@pcc.edu		
SAC Administrativ	e Liaison	En	nail	
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New Course Lower Division Collegiate (LDC)

Ŀ							
Section #1 Gene	ral Information						
Department: Physical Education		Submitter	Christine Manning,				
		name Phone	971-722-38	806			
		Email	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 P	Physical Education III			
Can this course	☐ Yes	Contact hours:	Lecture:				
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:				
is 0 repeats		QUARTER	Lab: 30				
If the course is repeatable then provide a compelling argument.							
Is this course equ	uivalent to another? If yes, they	☐ Yes	Course Number and Title: PE130 C: Adapted				
must have the same description and outcomes.		⊠ No	Physical E	ducation III			
	NS: Check as many or as few option	•					
dropdown menu f will automatically	ault grade option . What is the defor the CRN. Students who do not be assigned to the default grade details on grade options see the A	t make a choice or option. Call the C	r do not make urriculum Offi	e a change in the dropdown menuce if you have questions 971-722-			
	,	Check all th		Default (Choose one)			
	A-F (letter grade)						
	Pass/No pass						
	Audit in consultation with faculty	\boxtimes					
Begin the course description with an active verb and use such phrases: This course will and/or Students will Include co							
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.				owledge and skills needed to cises. Introduces activities diorespiratory conditioning,			

Addendum to
Course
Description:

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

General Educati	on/Discipline	Studies Standard Prer	requisite A	ppr	oval					
standard prerequisite and/or MTH prere	isites: WR 115, es, or additional equisites at a lo	oval for the Gen Ed/Disc RD 115 and MTH 20 c I prerequisites can be re wer level on the Gen Edurciculum website pcc.ed	or equivalen equested. F d/Discipline	t pla low Stu	acement test so rever, if the SA	core: C wa	s. Higher level ants to set the	s of RD,	any of , WR	te
☐ Standard Pre	requisites - WR	115, RD 115 and MTH	ł 20 or equi	vale	ent placement t	est s	scores			
☐ Placement in	nto:		Placer	mer	nt into:					
course prefix & n	umber:				Prerequisite		Corequisite] pre/co)
course prefix & n	umber:				Prerequisite		Corequisite] pre/co)
course prefix & n					Prerequisite		Corequisite] pre/co)
None – please ex	kplain									
worker, family n	nember, comn See course o	scribe what the stude nunity citizen, global outcomes guidelines o	citizen or li	feld	ong learners).	Th	ree to six out	cor	nes are	
Learning Outcomes: (Use observable and measurable verbs)	their I 2. Continusc 3. Asservation 4. Deve	lifetime. nue to participate in a le fitness and flexibili ss community group a us injuries or disabiliti lop their own individu	exercises learned in class to Improve overall physical fitness throughout etime. The to participate in adapted activities including cardiorespiratory fitness, fitness and flexibility. The community group and individual exercise programs appropriate for their injuries or disabilities. The their own individual exercise program appropriate for their injuries in two ments of fitness (cardiorespiratory conditioning, muscle strength and mee, flexibility, and body composition.)					O		
Course activities and design: (from CCOG)		onducted with small gro				utine	s will vary bet	vee	en	
Outcomes assessment strategies:		dualized pre and post to ise records and logs	esting with r	ecc	ord keeping					
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	ApproApproApproPartic	ic warm-up and cool-do priate exercises to pror priate exercises to pror priate exercises to pror ipation in individualized	mote cardio mote muscu mote flexibil rehabilitatio	vas ılar ity. on e	strength and e	ndur	ance.			

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

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

Section #3 Additional Information for new LDC courses			
How or where will the course be taught. Check all that apply			
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.			
Name of certificate(s):		# credits:	

Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	Next available term a	after approval		
	Specify term AFTER			
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chai	r		nail	
Levi Query		Iquery@pcc.edu		
SAC Administrative Liaison		En	nail	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor.				

New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	Physical Education	Submitter	Christine Manning,	
	name Phone Email		971-722-38	
			mchristine.	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	Yes	Contact hours:	Lecture:	
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:	
is 0 repeats		QOARTER	Lab: 30	
If the course is repeatable then provide a compelling argument.				
·	uivalent to another? If yes, they me description and outcomes.	☐ Yes ⊠ No	Course Number and Title: PE 130 D: Adapted Aquatic Physical Education I	
	NS: Check as many or as few option	· 	· · · · ·	
Choose the defa	nult grade option. What is the de	fault grade? This		
	for the CRN. Students who do not be assigned to the default grade of			a change in the dropdown menuce if you have questions 971-722-
	details on grade options see the A			ces Handbook.
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
	Audit in consultation with faculty			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				
Course Description: (field will expand as needed) Provides 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.

General Educati	ion/Discipline Studies Standard Prer	equisite Approval			
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum					
☐ Standard Pre	erequisites - WR 115, RD 115 and MTH	20 or equivalent placement test scores			
☐ Placement in	nto:	Placement into:			
course prefix & number:					
course prefix & n		Prerequisite Corequisite pre/co			
course prefix & n		Prerequisite Corequisite pre/co			
None – please ex	xplain				
worker, family n	nember, community citizen, global o See course outcomes guidelines or	nt will be able to do "out there" (in their life roles as sitizen or lifelong learners). Three to six outcomes are a the curriculum website for more guidance on writing			
Learning Outcomes: (Use observable and measurable verbs)	their lifetime. 2. Continue to participate in a fitness, muscle fitness and 3. Assess community group a	t exercises learned in class to Improve overall physical fitness throughout lifetime. Inue to participate in adapted water activities including cardiorespiratory is, muscle fitness and flexibility. In the second			
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 te Exercise records and logs 	sting with record keeping			
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	 Appropriate water exercises to Appropriate water exercises to Participation in individualized Demonstration of safe progress Maintenance of pre-post testin Develop lifelong fitness, he 	o promote cardiovascular fitness. o promote muscular strength and endurance. o promote flexibility. rehabilitation exercises. ssions in the water ng and exercise records.			

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

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

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

other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	Next available term a	ifter approval		
'	Specify term AFTER	• •		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chai	r	Email		
Levi Query		Iquery@pcc.edu		
SAC Administrative Liaison		Email		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	Physical Education	Submitter name Phone Email	Christine M 971-722-38 mchristine.	<u> </u>
Course Prefix and Number:	PE 130 E	# Credits:		
Course Title: (60 characters max)	Adapted Aquatic Physical Education II	Transcript Title (30 characters max)	Aquatic Ad	apted Physical Education II
Can this course	☐ Yes	Contact hours:	Lecture:	
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:	
is 0 repeats			Lab: 30	
If the course is repeatable then provide a compelling argument.				
•	uivalent to another? If yes, they ame description and outcomes.	☐ Yes ☑ No	Course Number and Title: PE 130 E Aquatic Adapted Physical Education II	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th		Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
Audit in consultation with faculty				
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				
Course Description: (field will expand as needed)	to add to already improving fit exercise. Will learn additiona group and individual fitness ex	ness, health and al knowledge and xercises in the w	d overall well d skills neede ater. Introdi	ilities a physical education class ness through structures water ed to perform safe and proper uces water activities to promote ength and endurance, flexibility,

Addendum to
Course
Description:

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

General Educati	General Education/Discipline Studies Standard Prerequisite Approval					
standard prerequisite and/or MTH prere	isites: WR 115, es, or additional equisites at a lo	val for the Gen Ed/Disc RD 115 and MTH 20 c prerequisites can be re wer level on the Gen E- rriculum website pcc.ee	or equivalent equested. H d/Discipline	nt placement test so However, if the SA Studies list, you	scores. Higher level AC wants to set the	ls of any of RD, WR
☐ Standard Pre	requisites - WR	115, RD 115 and MTH	ł 20 or equi	ivalent placement	test scores	
☐ Placement in	nto:		☐ Place	ment into:		
course prefix & n	umber:			Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n	umber:			Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n	umber:			Prerequisite	☐ Corequisite	pre/co
None – please ex	rplain					
worker, family n	nember, comn See course ou	scribe what the stude nunity citizen, global outcomes guidelines o	citizen or li	ifelong learners)	. Three to six out	tcomes are
Learning Outcomes: (Use observable and measurable verbs)	their I 2. Conting fitnes 3. Assess their v 4. Design	t exercises learned in ifetime. nue to develop their of s, muscle fitness and es community group of various injuries or dis in own program for a tioning, muscle stren-	own adapt I flexibility. and indivic abilities. t least one	ed water activition dual water exercive component of f	es including cardionies programs appoittiness (cardioresp	orespiratory ropriate for oiratory
Course activities and design: (from CCOG)		are conducted with sm cises, with another stu			ise routines will val	ry between
Outcomes assessment strategies:		lualized pre and post to se records and logs	esting with r	record keeping		
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	ApproApproApproParticiDemo	ic warm-up and cool-do priate water exercises of priate water exercises of priate water exercises of pation in individualized pation of safe progressionstration of ability to design	to promote to promote to promote I rehabilitati essions in th	cardiovascular fiti muscular strength flexibility. on exercises. ne water	n and endurance.	onent of

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

Section #2	Transfera	biltiv
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Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

Section #3 Additional Information for	new LDC courses	
How or where will the course be taught. Check all that apply	 ⋈ on campus hybrid on-line (complete DL Modality form, obtain signa other (explain) 	ture and submit)
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide details.
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
	I			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	Next available term a	after approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the				
SAC Chai	r	Email		
Levi Query		lquery@pcc.edu		
SAC Administrativ	e Liaison	Email		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

L						
Section #1 Gener	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 Ad	apted Physical Education III		
Can this course	Yes	Contact hours:	Lecture:			
be repeated? PCC default	⊠ No	PER QUARTER	Lec/lab:			
is 0 repeats			Lab: 30			
If the course is compelling argu	repeatable then provide a iment.					
Is this course equivalent to another? If yes, they must have the same description and outcomes. Yes Adaptive Physical E				nber and Title: 130 F: Aquatic lysical Education III		
Choose the defa dropdown menu t will automatically	GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	-	Check all th	at apply	Default (Choose one)		
	A-F (letter grade)					
Pass/No pass						
	Audit in consultation with faculty	\boxtimes				
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.						
Course Description: (field will expand as needed) 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.

If this course is re standard prerequi these prerequisite and/or MTH prere Opt-out form ava	equesting appro- isites: WR 115, es, or additional equisites at a lo ilable on the Cu requisites - WR ato:	Studies Standard Prepoval for the Gen Ed/Dispersion of the Gen Ed/Dispersion of the Gen Ed/Dispersion of the Gen Edward website pcc. 62 115, RD 115 and MTI	ccipline Stud or equivalen requested. F d/Discipline edu/curriculu	lies I nt pla Howe Stu im ivale	ist, it will have acement test s ever, if the SA idies list, you went placement	cores C wa vill no	s. Higher level ants to set the eed to use the	s of RD,	any of WR
course prefix & n	umber:				Prerequisite		Corequisite		pre/co
None – please ex	plain								
worker, family n	nember, comn See course o	escribe what the stud nunity citizen, global utcomes guidelines o	citizen or li	ifelo	ng learners).	Th	ree to six out	con	nes are
Learning Outcomes: (Use observable and measurable verbs)	their 2. Conticardio 3. Asserprogr 4. Designondi	t exercises learned i lifetime. nue to develop adap orespiratory fitness, i ss and participate in ams appropriate for gn own program for a itioning, muscle strer	ted water a muscle fithe community their variou at least two ngth and er	ess grous in con	vities to challe and flexibility oup and indiv juries or disa nponents of f rance, flexibili	enge /. idua ibiliti itnes ity, a	themselves I water exerces. ss (cardiores and body com	incl ise pira	uding tory sition.)
Course activities and design: (from CCOG)		are conducted with smrcises, with another stu				ise ro	outines will vai	y be	etween
Outcomes assessment strategies:		dualized pre and post t ise records and logs	esting with r	eco.	rd keeping				
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	ApproApproApproParticDemo	tic warm-up and cool-depriate water exercises opriate water exercises opriate water exercises opriate water exercises dipation in individualized onstration of safe progranstration of ability to deprivate water exercises.	to promote to promote to promote d rehabilitati essions in th	card mus flexi on e	scular strength ibility. exercises. rater	and		oner	nts of

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

Section #2	Transferabiltiv
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Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

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

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	Next available term aSpecify term AFTER	• •		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the	This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chai	r	Email		
Levi Query		Iquery@pcc.edu		
SAC Administrativ	e Liaison	Email		
This signature block is NOT to be use with the pdf file to Curriculum – DC –	This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4^{th} floor.			

New Course Lower Division Collegiate (LDC)

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

Section #1 Gener	ral Information			
Department:	Physical Education	Submitter name Phone Email	Delia McQu 971-722-74 delia.mcque	
Course Prefix and Number:	PE140A	# Credits:	1	
Course Title: 60 characters max	Zumba Fitness Gold	Transcript Title (30 characters max)	Zumba Fitr	ness Gold
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☑ Yes☑ NoHow many times? 2	Contact hours: PER TERM	Lecture: Lec/lab: Lab: 30	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
Check all that apply Default (Choose one)				
	A-F (letter grade)			
	Pass/No pass			
	Audit in consultation with faculty			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☑ No	Course Num	ber and Title
	tify only fees that are			
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.				
Course Description: (field will expand as needed) Introduces a slower paced Zumba Fitness Class. The Zumba music is the same but the steps a 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 becomposition.			asier and low impact workout can	

General Education/Discipline Studies Standard Prerequisite Approval

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

and/or MTH prere		Ed/Discipline	However, if the SAC wants to set the RD, WR Studies list, you will need to use the Prerequisite Im
☐ Standard Pre	requisites - WR 115, RD 115 and MTI	H 20 or equi	valent placement test scores
☐ Placement in	nto:	☐ Placer	ment into:
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:		Prerequisite Corequisite pre/co
Addendum to Course Description:			
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum			
Learning Outcomes: (Use observable and measurable verbs)	strength, balance, agility and	d flexibility e Zumba GC	OLD exercises that will continue a lifelong fitness started in Zumba Gold
Course activities and design: (from CCOG)	*Improvement of overall physical cor to improvements in cardiorespiratory *Perform safe and effective Zumba fi	nditioning thr fitness, mus itness exerci erns, and the	rough Zumba participation, including but not limited scle fitness, balance, agility and flexibility
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)	*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 *Redy mechanics-proper body alignment		
Reason for the new course	Addition of a slower paced Zumba co	ourse to allo	w all participants enjoy Zumba fitness.

Section #2 Transferabiltiy

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.			
Which OUS school will the course transfer to? List all	PSU, UO, OSU, WOU, SOU		
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving instituti ☐ Other - provide evidence	on	
Identify comparables at Oregon schools Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form☐ No		
Section #3 Additional Information for ne			
How or where will the course be taught. Check all that apply	✓ on campushybridon-line (complete DL Modality form, obtain signaother (explain)	ture and submit)	
Is this course in a degree or certificate a	as required, an elective or a prerequisite? Please pro	vide details.	
Name of certificate(s):		# credits:	
Name of degree(s):		# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Departm	ents		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication,			

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

Section # 4 Department Review			
This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair Email			
Levi Query	Iquery@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 th floor			

with the pdf file to Curriculum – DC – 4^{tr} 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

Section #1 General Information					
Department:	Physical Education		Submitter	Delia McQu	een
			name	971-722-74	41
			Phone Email	delia.mcque	en@pcc.edu
Course Prefix and Number:	PE 140B		# Credits:	1	
Course Title: 60 characters max	Zumba Fitness I		Transcript Title (30 characters max)	Zumba Fitr	ness I
Can this class	Yes		Contact hours:	Lecture:0	
be repeated? (for ART,	⊠ No		PER TERM	Lec/lab:0	
cooperative ed, PE, independent	How many times? 2			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)		r grade)			
	Pass/l	No pass	X		
	Audit in consultation with	n faculty	X		
Is this course equ	uivalent to another? If yes	s, they	X Yes	Course Num	ber and Title
must have the sa	me description and outco	omes.	☐ No	PE 182Z Zun	nba Fitness
Course fee: Identify only fees that are above and beyond the usual PCC fees \$12					
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.					
*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.			c moves set to Latin and		

General Education/Discipline Studies Standard Prerequisite Approval

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

	equisites at a lower level on the Gen E ilable on the Curriculum website pcc.e		e Studies list, you will need to use the Prerequisite lum	
☐ Standard Pre	requisites - WR 115, RD 115 and MTH	d 20 or equ	uivalent placement test scores	
☐ Placement in	nto:	☐ Place	ement into:	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:		☐ Prerequisite ☐ Corequisite ☐ pre/co	
Addendum to Course				
Description:				
LEARNING OUT	COMES: Describe what the student w	ill be able t	to do "out there" (in their life roles as worker, family	
			of in the classroom outcomes. Three to six	
	omes. www.pcc.edu/curriculum	idelines on	n the curriculum website for more guidance on	
Learning	*Introduces Zumba Fitness to improv			
Outcomes: (Use observable	*Teaches safe and proper rhythmic e International music.	exercises a	and dance/aerobic moves set to Latin and other	
and measurable		niratory co	anditioning muscle endurance and flexibility through	
verbs)	*Promotes improvement of cardiorespiratory conditioning, muscle endurance, and flexibility through the safe and proper skill of rhythmic exercise.			
Course	not limited to improvements in cardiorespiratory fitness, muscle fitness, balance, agility and			
activities and design:				
(from CCOG)	*Perform safe and effective Zumba fitness exercises			
			e techniques associated with those rhythms	
	*Develop a lifelong fitness, health an	d wellness		
Outcomes	*Pre/post fitness testing			
assessment strategies:	*Individual fitness programs *Active participation/effort			
	*Demonstrations of proficiency			
	*Personal program records/portfolios *Written assignments and/or exams	i		
Course	*Practice safe and effective warm-up	s and cool	-downs	
Content:			of Perceived Exertion (RPE) and talk test method	
Themes, Concepts,	*Components of fitness-related physics *Principles of exercise training	icai fitness	and their benefits for lifelong fitness	
Issues and	*Personal fitness assessment			
Skills: (from CCOG they	*Goal-setting for fitness *Personal fitness program design			
should be	*Modify exercises and activities for va		sical conditions and individual fitness level	
connected to the outcomes)	*Body mechanics-proper body alignn	nent		
Reason for the	Change the name of class from Zum	ba Fitness	to Zumba Fitness I.	
new course				

Section #2 Transferability

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

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements?			
If a course transfers as an elective only nature of the course, though it will likel		may still be accepted or approved as an LDC cour of be eligible for Gen Ed status.	rse, depending on the
Which OUS school will the course transfer to? List all		OSU, UO, WOU, SOU, PSU	
How does it transfer Check all that apply		 □ required or support for major □ general education distribution requirement □ general elective □ other (provide details) 	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only		 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institut ☐ Other - provide evidence 	ion
Identify comparables at Oregon school	ls		
Is General Education or Cultural Diversity designation being sought at this time? ☐ Yes − Submit the General Education form ☐ No			
Section #3 Additional Information for n	ew	LDC courses	
How or where will the course be taught. Check all that apply	x 	on campus hybrid on-line (complete DL Modality form, obtain signa other (explain)	ture and submit)
Is this course in a degree or certificate	as	required, an elective or a prerequisite? Please pro	vide details.
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and 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.	Thi	s 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:	X Next available term at	ter approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review	Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair Email				
Levi Query lquery@pcc.edu				
SAC Administrative Liaison Email				
Jen Piper		Jennifer.piper1@pcc.edu		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ 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

Section #1 General Information					
Department:	Physical Education		Submitter	Delia McQu	een
			name	971-722-74	41
			Phone	delia.mcque	en@pcc.edu
	_		# Credits:		
Course Prefix and Number:	140C			1	
Course Title:	Zumba Fitness II		Transcript Title	Zumba Fitr	ness II
60 characters			(30 characters max)		
max			,		
Can this class	X Yes		Contact hours: PER TERM	Lecture:0	
be repeated? (for ART,	☐ No		PERIERIVI	Lec/lab:0	
cooperative ed,	How many times? 2			Lab: 30	
PE, independent study only)	-				
	NS: Check as many or	as few option	ons as vou'd like	I	
	•	•	-	will be the opt	tion listed at the top of the
dropdown menu	for the CRN. Students	who do no	t make a choice o	r do not make	a change in the dropdown menu
	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)					
			Check all tr	ат арріу	` <u> </u>
	A-F (le	tter grade)			\boxtimes
	Pas	s/No pass	X		
	Audit in consultation v	vith faculty	X		
Is this course equ	uivalent to another? If y	es, they	X Yes	Course Num	ber and Title
must have the sa	ime description and out	tcomes.	□ No	PE 182Z Zur	nba Fitness
Course fee: Identify only fees that are \$12					
above and beyond the usual PCC fees Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the					
phrases: <i>This course will</i> and/or <i>Students will</i> Include course recommendations in the description.					
Course	Expands knowledge,	application	and skills of Zum	ba Fitness. C	ontinues fundamental techniques
Description:					of cardiorespiratory conditioning,
(field will expand as needed) 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

	equisites at a lower level on the Gen Eilable on the Curriculum website pcc.e	Ed/Discipline Studies list, you will need to use the Prerequisite edu/curriculum	
☐ Standard Pre	requisites - WR 115, RD 115 and MTh	H 20 or equivalent placement test scores	
☐ Placement in	ito:	☐ Placement into:	
course prefix & n	umber:	☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:	Prerequisite Corequisite pre/co	
course prefix & n	umber:	Prerequisite Corequisite pre/co	
Addendum to Course Description:			
member, communication outcomes are rec	nity citizen, global citizen or lifelong le	will be able to do "out there" (in their life roles as worker, family earners), not in the classroom outcomes. Three to six uidelines on the curriculum website for more guidance on	
Learning Outcomes: (Use observable and measurable verbs)	Can apply skills from Zumba II to cor *Continue to practice fitness principle	les started in Zumba II of cardiorespiratory conditioning, muscle endurance, and	
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)	*Components of fitness-related phys *Principles of exercise training *Personal fitness assessment *Goal-setting for fitness *Personal fitness program design	t rate, Rate of Perceived Exertion (RPE) and talk test method sical fitness and their benefits for lifelong fitness	
Reason for the new course	*Continued knowledge and enhance *Further develop the fundamental ted	e the skills learned in Zumba Fitness I. echniques of rhythmic exercise.	

Section #2 Transferability

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

the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.				
Which OUS school will the course transfer to? List all	OSU, UO, WOC, SOC, PSU			
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Completed <u>Transferability Status</u> form E-mail correspondence with receiving institution Other - provide evidence		on		
Identify comparables at Oregon schools	S			
Is General Education or Cultural Diversity designation being sought at this time? Yes – Submit the General Education form No				
Section #3 Additional Information for ne				
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signat ☐ other (explain)	ture and submit)		
Is this course in a degree or certificate	as required, an elective or a prerequisite? Please pro	vide details.		
Name of certificate(s):		# credits:		
Name of degree(s):		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Departm	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			
	The PE SAC that having 3 zumba fills the need for the classes they can take for their physical education.	unfit student to have		

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the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No		
Implementation term:	X Next available term af	• •	
	Specify term AFTER	the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chai	r	Email	
Levi Query		Iquery@pcc.edu	
SAC Administrativ	re Liaison	Email	
Jen Piper		Jennifer.piper1@pcc.edu	

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New Course Lower Division Collegiate (LDC)

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

General Education/Discipline	Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum					
Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: ☐ Placement into:					
course prefix & number: Prerequisite Corequisite pre/co			☐ pre/co		
course prefix & number:					☐ pre/co
course prefix & number:			Prerequisite	Corequisite	☐ pre/co
None – please explain	This is an introductory course with no prerequisites.				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Apply lessons in basic anatomy, safe practices, and injury prevention in order to improve Outcomes: wellbeing and make informed choices (Use observable Engage in and appreciate different forms of artistic expression and measurable verbs) Respond to feedback to improve performance Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Written reviews/critiques strategies: Other outcome assessment strategies may include: Creative project Class discussion Written exam Course Explore the fundamentals of Modern Dance Content: Learn and apply safe practices related to technical training in dance Themes, Apply feedback given to foster improvement of technique Concepts, Identify and use internal and external rotation in the hips (parallel and turn-out) Issues and

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

Section #	+2 11	ansiei	abilliy
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- 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.

Tradule of the course, thought it will likely hot be eligible for Gen La status.			
Which OUS school will the course transfer to? List all	U of O, WOU		
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 		
Identify comparables at Oregon schools	DANC 170 (U of O), D180 (WOU)		
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No		

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

	101			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a			
	T			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a			
Implementation term:	Next available term ax Specify term AFTER the	after approval e next available Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review	0.01			
This proposal has be reviewed at the				
SAC Chair (type	e name)	Email List dispose a de		
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	son (type name)	Email		
Gene Flores		Gene.flores@pcc.edu		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

L					
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		x Yes No	Course Number and Title PE121B-Modern I-second term		
must have the same description and outcomes. GRADE OPTIONS: Check as many or as few options.			PE IZ ID-IVIC	dem i-second term	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	·	Check all th		Default (Choose one)	
	A-F (letter grade)	Х		х	
	Pass/No pass	х			
Audit in consultation with faculty		Х			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed) Explores concepts of beginning Modern Dance with a focus on correct alignment, form, musicality and moving with greater awareness. May be audited.					

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	☐ Place	ement into:		
course prefix & number: D130A or PE121A X Prerequisite Corequisite pre/co				
course prefix & number:				
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain		<u>-</u>	<u>-</u>	·

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Respond to feedback to improve performance and measurable verbs) Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Written reviews/critiques strategies: Other outcome assessment strategies may include: Creative project Class discussion Written exam Course Demonstrate beginning level skills in sequencing Content: Introduce changes in levels in space Themes, Utilize axial and locomotor movements Concepts,

	200
Issues and Skills: (from CCOG)	Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness
Reason for the new course	Reworking repeatable courses.

Section	#2	Transferal	oiltiv
	π∠	I I al I si ci al	JIILIV

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

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

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

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

	201			
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	☐ Next available term a	after approval		
	x Specify term AFTER th	e next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type name)			nail	
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liaison (type name)		Em	nail	
Gene Flores Gene.flores@pcc.edu				
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

L	·		•		
Section #1 General Information					
Department:	Dance	Submitter	Heidi Dyer		
·		name	4321		
		Phone	heidi.diaz@	pcc.edu	
		Email			
Course Prefix and Number:	D 131A	# Credits:	1		
Course Title:	Modern II- first term	Transcript Title	Modern II- fi	rst term	
(60 characters		(30 characters max)			
max)	New LDC courses may not be	,			
Can this course be repeated?	repeated for credit effective	Contact hours: PER	Lecture:		
be repeated?	2013-14 school year.	QUARTER	Lec/lab:		
		4. 07 11 1.1 2.1 1	Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title		
must have the same description and outcomes.		No	PE121C-Mo	odern II-first	
GRADE OPTIONS: Check as many or as few options as you'd like					
Choose the default grade option. What is the default grade? This will be the option listed at the top of the					
	for the CRN. Students who do not be assigned to the default grade of				
	details on grade options see the A				
	J I	Check all th		Default (Choose one)	
	A-F (letter grade)	Х		Х	
Pass/No pass		Х			
Audit in consultation with faculty		х			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers,					
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course	•				
Description:	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.				
(field will expand as		7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	,		
needed)					

	=**
Addendum to Course Description:	

General Education/Discipline Studies Standard Pr	erequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: D130B or PE121B				
course prefix & number:			☐ pre/co	
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Application instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes **Participation** assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate beginning/intermediate skills in sequencing Content: Continue working with changes in levels Themes, Utilize axial and locomotor movements Concepts,

	207
Issues and Skills: (from CCOG)	Further examine use of line and shape Adapt choreography to varying tempos, kinds of music, etc. Explore musicality at a beginning/intermediate level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulation of the spine Demonstrate spatial awareness and ensemble thinking skills Body part vs whole Demonstrate different movement qualities: percussive, swinging, sustained, etc.
Reason for the new course	Reworking repeatable courses.

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

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

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

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

Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide details.
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE		
	T		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE		
Implementation term:	☐ Next available term a	after approval	
	x Specify term AFTER th	e next available: Fall 2013	}
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the			
SAC Chair (type	e name)		nail
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	son (type name)	En	nail
Gene Flores		Gene.flores@pcc.edu	
This signature block is NOT to be use with the pdf file to Curriculum – DC –		e. Please return the comp	pleted signature page

New Course Lower Division Collegiate (LDC)

L						
Section #1 Gene	Section #1 General Information					
Department:	Dance	Submitter	Heidi Dyer			
		name	4321			
		Phone	heidi.diaz@	pcc.edu		
		Email				
Course Prefix and Number:	D 131B	# Credits:	1			
Course Title:	Modern II- second term	Transcript Title	Modern II-	second term		
(60 characters		(30 characters max)				
max)	New LDC courses may not be	,				
Can this course be repeated?	repeated for credit effective	Contact hours: PER	Lecture:			
be repeated:	2013-14 school year.	QUARTER	Lec/lab:			
			Lab: 30			
If the course is	repeatable then provide a					
compelling argu	ıment.					
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title			
must have the same description and outcomes.		No	PE121D-Mc	odern II-second term		
GRADE OPTION	NS: Check as many or as few option	ons as you'd like				
	ault grade option. What is the de					
	for the CRN. Students who do not			ce if you have questions 971-722-		
	details on grade options see the A					
	· ·	Check all th	at apply	Default (Choose one)		
	A-F (letter grade)	х		Х		
	Pass/No pass	х				
	Audit in consultation with faculty	Х				
Begin each sente	ence in the course description with	an active verb, i.e	e. provides, ex	xplores, introduces, covers,		
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any						
	s in the description. Please limit th					
Course Description:	Continues development of Mode			nediate level with a focus on rork, and functional technique. May		
(field will expand as	be audited.	iovernerit quanties	o, ensemble w	ork, and functional technique. May		
needed)						

General Education/Discipline Studies Standard Prerequisite Approval						
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum						
☐ Standard Prerequisites - WR 115, RD 115 and MT	H 20 or equ	ivalent placement	test scores			
☐ Placement into:	ement into:					
course prefix & number: D131A or PE121C	x Prerequisite	Corequisite	☐ pre/co			
course prefix & number:	☐ Prerequisite	Corequisite	☐ pre/co			
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co		
None – please explain		<u>-</u>		·		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Respond to feedback to improve performance Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Practical Exam strategies: Written review/critique OR performance in PCC dance concert or event Course Demonstrate intermediate skills in sequencing Content: Continue working with changes in levels Themes, Utilize axial and locomotor movements Concepts, Further examine use of line and shape Issues and Skills: Adapt choreography to varying tempos, kinds of music, etc. (from CCOG) Explore musicality at an intermediate level Apply instructor and peer feedback to improve performance

	200
	Work from internally and externally rotated positions
	Create a more complete self-image
	Demonstrate spatial awareness
	Body part vs whole
	Demonstrate different movement qualities: percussive, swinging, sustained, etc.
	Adapt to changes in facings, levels, tempos, musicality, etc.
	Solve problems creatively both individually as well as in groups
Reason for the	Reworking repeatable courses.
new course	

Section	n #2	Transf	fera	hiltiv
OCCIO	$\Pi \pi = \Pi$	HUIN	U U	OHU V

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

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

nature of the course, thought it will likely not be eligible for Geri Ed Status.				
Which OUS school will the course transfer to? List all	U of O, WOU			
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 			
Identify comparables at Oregon schools	DANC270 (U of O), D181 (WOU)			
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No			

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

	209			
Name of certificate(s):		# credits:		
Name of degree(s):		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE			
	<u> </u>			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE			
Implementation term:	Next available term a x Specify term AFTER th	after approval e next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review	010111	. Lataria		
This proposal has be reviewed at the				
SAC Chair (type Heidi Dyer	e name)	Email Heidi.diaz@pcc.edu		
SAC Administrative Liais	son (type name)	Email		
Gene Flores	(type name)	Gene.flores@pcc.edu		
	ed in lieu of the signature pag 4 th floor.	e. Please return the completed signature page		

New Course Lower Division Collegiate (LDC)

L					
Section #1 Gene	Section #1 General Information				
Department:	Dance	Submitter	Heidi Dyer		
		name	4321		
		Phone	heidi.diaz@	pcc.edu	
0 5 "	B.100.1	# Credits:			
Course Prefix and Number:	D190A		1		
Course Title:	Ballet I- first term	Transcript Title (30 characters	Ballet I- first	term	
(60 characters max)		max)			
Can this course	x No	Contact hours:	Lecture:		
be repeated? PCC default	☐ Yes	PER QUARTER	Lec/lab:		
is 0 repeats	How many times?	QUARTER	Lab: 30		
•	repeatable than provide a				
compelling argu	repeatable then provide a				
compening argu	iment.				
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title		
must have the same description and outcomes.		☐ No	PE120A-Ballet I-first term		
GRADE OPTION	ons as you'd like				
	nult grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of				
	details on grade options see the A				
		Check all th		Default (Choose one)	
	A-F (letter grade)	Х		x	
	Pass/No pass	х			
	Audit in consultation with faculty	х			
	ence in the course description with				
	es, promotes, and improves. Do r s in the description. Please limit the				
Course	Introduces fundamentals of Ba	allet technique w	ith a focus o	on correct alignment,	
Description:		bility, range of m	otion, stabili	ty, and Ballet terminology. Audit	
(field will expand as needed)	available.				
,					

Addendum to Course Description:					
If this course is re standard prerequithese prerequisite and/or MTH prere	uisites: WR 115, RD 115 and MTH 20 es, or additional prerequisites can be i	scipline Stud or equivalen requested. F Ed/Discipline	ies it pl low St	es list, it will have, as a default, the following placement test scores. Higher levels of any of owever, if the SAC wants to set the RD, WR Studies list, you will need to use the Prerequisite	Э
☐ Standard Pre	erequisites - WR 115, RD 115 and MTI	H 20 or equi	val	alent placement test scores	
☐ Placement ir	nto:	☐ Placei	mei	ent into:	
course prefix & n	umber:			☐ Prerequisite ☐ Corequisite ☐ pre/co	
course prefix & n	umber:			Prerequisite Corequisite pre/co	
course prefix & n	umber:			Prerequisite Corequisite pre/co	
None – please ex	xplain				
worker, family n	nember, community citizen, global See course outcomes guidelines o	citizen or li	ifel	ble to do "out there" (in their life roles as elong learners). Three to six outcomes are ulum website for more guidance on writing	
Learning Outcomes: (Use observable and measurable verbs)	 Apply lessons in basic and improve wellbeing and ma Engage in and appreciate Listen and question as ap 	ake informe different fo	ed o		
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 strate Written reviews/critiques Creative project Class discussion Written exam	egies may i	inc	ıclude:	
Course Content: Themes, Concepts, Issues and	Explore the fundamentals of Balle Learn and apply safe practices re Apply feedback given to foster im	elated to ted	chr	nnical training in dance	

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

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

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

nature of the course, though it will likely flot be eligible for Gen Ea status.				
Which OUS school will the course transfer to? List all	U of O, WOU			
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 			
Identify comparables at Oregon schools	D185 (WOU) DANC 172 (U of O)			
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No			

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

Name of certificate(s):			# credits:		
Name of degree(s):			# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed wih PE				
Have you capculted with the SAC					
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.					
104011041					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE				
Implementation term:	☐ Next available term a	after approval			
	x Specify term AFTER the				
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Continue # 4 Deportment Device					
Section # 4 Department Review This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type			nail		
Heidi Dyer		Heidi.diaz@pcc.edu	 		
SAC Administrative Liais	on (type name)	Em	nail		
Gene Flores	,	Gene.flores@pcc.edu			
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New Course Lower Division Collegiate (LDC)

		•	•		
Section #1 General Information					
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu		
Course Prefix and Number:	D190B	# Credits:	1		
Course Title: (60 characters max)	Ballet I- second term	Transcript Title (30 characters max)	Ballet I- sec	ond term	
Can this course be repeated? PCC default is 0 repeats	x No Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30		
If the course is repeatable then provide a compelling argument.					
Is this course equivalent to another? If yes, they must have the same description and outcomes.		x Yes □ No	Course Number and Title PE120B-Ballet I-second term		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	Ţ,	Check all that apply		Default (Choose one)	
	A-F (letter grade)	х		Х	
Pass/No pass		x			
Audit in consultation with faculty		х			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed)	Explores concepts of beginning Ballet with a focus on correct alignment, form, musicality and moving with greater awareness. Provides a foundation for Ballet II. May be audited.				

Addendum to									
Course Description:									
General Educati	on/Discipline Stud	ies Standard Pre	requisite A	Appr	roval				
	equesting approval f								
	isites: WR 115, RD es, or additional prei								
and/or MTH prere	equisites at a lower l	level on the Gen E	Ed/Discipline	e St					
	ilable on the Curricu					44			
	requisites - WR 115	, RD 115 and MT				test s	scores		
☐ Placement ir	nto:		∐ Place	mer	nt into:				
•	umber: D190A or PE	E120A		х	Prerequisite		Corequisite		pre/co
course prefix & n				Щ	Prerequisite		Corequisite		pre/co
course prefix & n					Prerequisite		Corequisite		pre/co
None – please ex	(piain								
	TCOMES: Describ								
	nember, communit				•				
good outcomes	See course outcor	mes guidelines d	on the curr	icui	um website it	or mo	ore <u>quidance</u>	on v	<u>vriting</u>
Learning		n and appreciate	different f	orm	ns of artistic e	xpre	ssion		
Outcomes: (Use observable	Outcomes: Promote health and wellbeing via physical activity, self expression, and group				oup				
and measurable	and measurable interaction								
verbs)	Listen and question as appropriate								
Course	Barre work								
activities and design:	Center Work								
(from CCOG)	Adagio								
,	Simple Jumps								
	Basic turns Traveling and linking stops								
	Traveling and linking steps French terminology								
	Dance class etique								
Outcomes	Participation								
assessment strategies:	Vocabulary Exam	n							
	Other outcome a	ssessment strate	egies mav	incl	lude:				
	Other outcome assessment strategies may include: Written reviews/critiques								
	Creative project								
	Class discussion								
	Written exam								

Explore the fundamentals of Ballet technique

Learn and apply safe practices related to technical training in dance

Course

Content:

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

Contina	#2	Transferabiltiv
Section	#/	Hansieraomiv

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

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

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)			
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.				
Name of certificate(s):		# credits:		
Name of degree(s):		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE			
Implementation term:	☐ Next available term a	• •		
	x Specify term AFTER the			
courses will implement in fall or spring	g terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.		
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	suhmission		
SAC Chair (type		Email		
Heidi Dyer	, namo _j	Heidi.diaz@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Gene Flores		Gene.flores@pcc.edu		
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New Course Lower Division Collegiate (LDC)

		•	•		
Section #1 Gene	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? PCC default is 0 repeats	x No Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30		
If the course is compelling argu	repeatable then provide a iment.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.			Course Number and Title PE 120 C Ballet II – first term		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722 7813. For more details on grade options see the Academic Standards and Practices Handbook.			a change in the dropdown menuce if you have questions 971-722-		
	•	Check all th		Default (Choose one)	
	A-F (letter grade)	х		Х	
	Pass/No pass	х			
	Audit in consultation with faculty	х			
presents, continu	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:					
If this course is re standard prerequisit- these prerequisit- and/or MTH prere Opt-out form ava	ion/Discipline Studies Standard Prere equesting approval for the Gen Ed/Disc hisites: WR 115, RD 115 and MTH 20 or es, or additional prerequisites can be re equisites at a lower level on the Gen Ed hilable on the Curriculum website pcc.ed	ipline Stud r equivaler equested. I d/Discipline du/curriculu	dies list, it will have nt placement test s However, if the SA e Studies list, you v um	cores. Higher levels C wants to set the R will need to use the R	of any of RD, WR
☐ Standard Pre	requisites - WR 115, RD 115 and MTH	20 or equ	ivalent placement	test scores	
☐ Placement ir	nto:	☐ Place	ment into:		
course prefix & n	umber: D190B		x Prerequisite	Corequisite	☐ pre/co
course prefix & n	umber:		Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n			Prerequisite	Corequisite	☐ pre/co
None – please ex	kplain				
worker, family r	TCOMES: Describe what the stude nember, community citizen, global of See course outcomes guidelines or	citizen or l	lifelong learners).	. Three to six outc	omes are
Learning Outcomes: (Use observable and measurable verbs)	 Engage in and appreciate of Promote health and wellbe interaction Appraise own skills and ab 	ing via ph		•	l group
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 strate Written reviews/critiques Creative project Class discussion Written exam	gies may	include:		

Demonstrate beginning/intermediate skills in sequencing

Course

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

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

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

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

nature of the course, though it will likely not be eligible for Gen Ed Status.			
Which OUS school will the course transfer to? List all	U of O, WOU		
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D186 (WOU) DANC 272 (U of O)		
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No		

Section #3 Additional Information for	new LDC courses		
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)		
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.
Name of certificate(s):		. , ,	# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.			
Implementation term:	Next available term a	• •	
Allow 2. 4 mounths to accordate the		next available Fall 2013	hadulad Note: Mart LDO
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the			
SAC Chair (type	e name)		nail
Heidi Dyer	on (type name)	Heidi.diaz@pcc.edu	nail
SAC Administrative Liais Gene Flores	on (type name)	Gene.flores@pcc.edu	Iall
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with the pdf file to Curriculum – DC –	4 th floor.	e. Thease return the comp	noted signature page

New Course Lower Division Collegiate (LDC)

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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-sec	ond term
Can this course be repeated? PCC default is 0 repeats	x No Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.			Course Number and Title PE 120D – Ballet II – second term	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				a change in the dropdown menu ce if you have questions 971-722-
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)	х		Х
	Pass/No pass	х		
	Audit in consultation with faculty	х		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed)	Continues development of Ballet technique at an Intermediate level with a focus on dynamic alignment, musicality, movement qualities, and functional technique. May be			

Addendum to Course Description:			
If this course is restandard prerequisite and/or MTH prerecept-out form ava	risites: WR 115, RD 115 and MTH 20 or es, or additional prerequisites can be requisites at a lower level on the Gen Ed/I ilable on the Curriculum website pcc.edu requisites - WR 115, RD 115 and MTH 2 anto:	line Studequivaler uested. I Discipline /curriculu	dies list, it will have, as a default, the following nt placement test scores. Higher levels of any of However, if the SAC wants to set the RD, WR e Studies list, you will need to use the Prerequisite um uivalent placement test scores ement into:
course prefix & n			x Prerequisite
course prefix & n			Prerequisite Corequisite pre/co
course prefix & n None – please ex			Prerequisite Corequisite pre/co
None – piease ex	фіаш		
worker, family n	nember, community citizen, global cit See course outcomes guidelines on	izen or l	able to do "out there" (in their life roles as lifelong learners). Three to six outcomes are riculum website for more guidance on writing
Learning Outcomes: (Use observable and measurable verbs)	 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 Apply feedback to improve performance 		
Course activities and design: (from CCOG)	Barre work Center Work Basic positions of the body Fixed points of the studio or stage Adagio Intermediate Jumps and Turns Traveling and linking steps Allegro (petit and grand)		
Outcomes assessment strategies:	Participation Practical exam		
	Other outcome assessment strategic Written reviews/critiques Creative project Class discussion Written exam	es may	include:
Course	Demonstrate beginning/intermediate	e skills i	in sequencina

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

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

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

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

nature of the course, though it will likely not be eligible for Gen Ed status.			
Which OUS school will the course transfer to? List all	U of O, WOU		
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D186 (WOU) DANC 272 (U of O)		
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No		

Section #3 Additional Information for	new LDC courses		
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit) other (explain)		
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	vide details.
Name of certificate(s):		. , ,	# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.			
Implementation term:	Next available term a	• •	
Allow 2. 4 mounths to accordate the		next available Fall 2013	hadulad Note: Mart LDO
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the			
SAC Chair (type	e name)		nail
Heidi Dyer	on (type name)	Heidi.diaz@pcc.edu	nail
SAC Administrative Liais Gene Flores	on (type name)	Gene.flores@pcc.edu	Iall
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with the pdf file to Curriculum – DC –	4 th floor.	e. Thease return the comp	noted signature page

New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@	pcc.edu
Course Prefix and Number:	D 209	# Credits:	1	
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Per	formance
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30	
If the course is compelling argu	repeatable then provide a ument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title	
Choose the defa dropdown menu will automatically	GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			a change in the dropdown menu ce if you have questions 971-722-
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)	Х		Х
	Pass/No pass	х		
	Audit in consultation with faculty	х		
presents, continu	Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Offers practical experience in dance rehearsal and performance with a varying focus each term. Requires audition for admission.			

General Education/Discipline Studies Standard Pro	erequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
x Placement into: D209 (audition required)				
course prefix & number:		x Prerequisite	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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage the imagination to explore new possibilities Outcomes: Appraise own skills and abilities (Use observable Perform tasks, procedures, and processes with competence and measurable verbs) Engage in and appreciate different forms of artistic expression Course Warm up activities and Review choreography (or structure) design: Introduce and/or create new choreography (or movement material) (from CCOG) Apply feedback to improve performance Observation and discussion Journaling or notes may be used Outcomes Rehearsal assessment Performance strategies: Performance Review/Critique Course Develop productive rehearsal and performance techniques Content: Contribute to rehearsal and performance process Themes. Choreographing or developing material from a source/focus Concepts, Gain skills in collaboration and interpersonal communication Issues and Skills: Manipulation or adaptation of choreographic material (from CCOG) Recording and applying feedback to improve performance Rehearsal preparation and focus Sound cues and musicality (when appropriate) Memorization of staging, cueing, entrances and exits Communication of choreographic intent

	200
	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 cou	•	
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	X required or support for major	
Check all that apply	general education distribution requirement	
	general elective	
	other (provide details)	
Provide evidence of transferability:	Completed <u>Transferability Status</u> form	
(minimum one, more preferred) E-mail correspondence with receiving institution		
Required for Gen Ed only Other - provide evidence		
Identify comparables at Oregon schools D 199		
Is General Education or Cultural	☐ Yes – Submit the General Education form	
Diversity designation being sought at this time?	x No	

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

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no		
11 11 11 11 11 11 11	,		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no		
Implementation term:	Next available term a	• •	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the			
SAC Chair (type name)		Email	
Heidi Dyer Heidi.diaz@pcc.edu			
SAC Administrative Liaison (type name) Email			
Gene Flores		Gene.flores@pcc.edu	
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New Course Lower Division Collegiate (LDC)

L				
Section #1 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 Per	formance
Can this course be repeated?	New LDC courses may not be repeated for credit effective	Contact hours: PER	Lecture:	
bo ropoutou.	2013-14 school year.	QUARTER	Lec/lab:	
			Lab: 60	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they		☐ Yes	Course Number and Title	
must have the same description and outcomes.		x No		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)	x x		Х
Pass/No pass		х		
Audit in consultation with faculty		х		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed) Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research. Requires audition for admission.				

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
x Placement into: D210 (audition required)				
course prefix & number:		x Prerequisite	Corequisite	☐ pre/co
course prefix & number:			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 quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage the imagination to explore new possibilities Outcomes: Appraise own skills and abilities (Use observable Perform tasks, procedures, and processes with increasing competence and measurable verbs) Engage in and appreciate different forms of artistic expression Course Warm up activities and Review choreography (or structure) design: Introduce and/or create new choreography (or movement material) (from CCOG) Apply feedback to improve performance Observation and discussion Journaling or notes may be used Outcomes Rehearsal assessment Performance strategies: Performance Review/Critique Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation Course Develop productive rehearsal and performance techniques Content: Contribute to rehearsal and performance process Themes, Choreographing or developing material from a source/focus Concepts, Gain skills in collaboration and interpersonal communication Issues and Skills: Manipulation or adaptation of choreographic material

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

Se	ction	#2	Trans	fera	hiltiv
\sim	CHOH	π∠	Hallo	ıcıa	DIILIV

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

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

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

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

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

	235		
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no		
	T		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no		
Implementation term:	☐ Next available term a	after approval	
	x Specify term AFTER th	e next available: Fall 2013	3
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review	0.01		
This proposal has be reviewed at the			!
SAC Chair (type name) Heidi Dyer		Heidi.diaz@pcc.edu	nail
,		·	noil
SAC Administrative Liais Gene Flores	son (type name)	Email Gene.flores@pcc.edu	
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with the pdf file to Curriculum – DC –	4 th floor.	go. Thease return the comp	noted signature page

New Course Lower Division Collegiate (LDC)

L					
Section #1 Gene	ral Information				
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu		
Course Prefix and Number:	D 211	# Credits:	3		
Course Title: (60 characters max)	Dance Performance	Transcript Title (30 characters max)	Dance Performance		
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 90		
If the course is repeatable then provide a compelling argument.					
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
		Default (Choose one)			
A-F (letter grade)		Х		Х	
Pass/No pass		Х			
Audit in consultation with faculty		X			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed) Offers practical experience in dance rehearsal and performance with a varying focus each term. Provides experience in production elements of dance performance as well as the opportunity to expand understanding of the choreographic process through research, presentation, and community interaction. Requires audition for admission.					

General Education/Discipline Studies Standard Pr	erequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
x Placement into: D211 (audition required)				
course prefix & number: X Prerequisite		☐ pre/co		
course prefix & number:			☐ pre/co	
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage the imagination to explore new possibilities Outcomes: Appraise own skills and abilities (Use observable Perform tasks, procedures, and processes with increasing competence and measurable verbs) Organize and deliver verbal and non-verbal messages for effective audience reception and retention. Course Warm up activities and Review choreography (or structure) design: Introduce and/or create new choreography (or movement material) (from CCOG) Apply feedback to improve performance Observation and discussion Journaling or notes may be used Outcomes Rehearsal assessment Performance strategies: Performance Review/Critique Other assessment strategies may include: Assistance with rehearsal and/or production Research paper Research presentation Choreographer interview Choreography showing Course Develop productive rehearsal and performance techniques Content: Contribute to rehearsal and performance process

	238
Themes,	Choreographing or developing material from a source/focus
Concepts, Issues and	Gain skills in collaboration and interpersonal communication
Skills:	Manipulation or adaptation of choreographic material
(from CCOG)	Recording and applying feedback to improve performance
	Rehearsal preparation and focus
	Sound cues and musicality (when appropriate)
	Memorization of staging, cueing, entrances and exits
	Communication of choreographic intent
	Care of costumes and props
	Apply specific hair and make-up requirements
	Engage in appropriate offstage and dressing room behavior
Reason for the	Reworking repeatable courses.
new course	

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

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

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

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

Section #3 Additional Information for new LDC courses

239

How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL N other (explain)	flodality form, obtain signature and submit)	
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please provide details.	
Name of certificate(s):		# credits:	
Name of degree(s):		# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no		
	T		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no		
Implementation term:	☐ Next available term a	after approval	
	x Specify term AFTER th	e next available: Fall 2013	
courses will implement in fall or spring	g terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.	
Section # 4 Department Review			
•	SAC level and approved for	submission	
This proposal has be reviewed at the SAC level and approved for submission. SAC Chair (type name) Email			
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	son (type name)	Email	
Gene Flores	(7)	Gene.flores@pcc.edu	
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New Course Lower Division Collegiate (LDC)

L					
Section #1 Gene	ral 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		
•			T L IZIL WO	den in inst term	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
grade options soo the r		Check all that apply		Default (Choose one)	
A-F (letter grade)		х		Х	
Pass/No pass		Х			
Audit in consultation with faculty		х			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed) Continues development of Modern Dance technique at an Intermediate/Advanced level with a focus on dynamic alignment, musicality, movement qualities, functional technique, and performance. May be audited.					

General Education/Discipline Studies Standard P	rerequisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: D131B or PE121D X Prerequisite		☐ pre/co		
course prefix & number:		☐ pre/co		
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Perform tasks, procedures, and processes with competence Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate intermediate/advanced skills in sequencing Content: Continue working with changes in levels Themes. Utilize axial and locomotor movements

	242
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 intermediate/advanced level Apply instructor and peer feedback to improve performance Work from internally and externally rotated positions Articulate the spine, feet, and arms Demonstrate spatial awareness Body part vs whole Apply skills in ensemble thinking Demonstrate different movement qualities: percussive, swinging, sustained, etc. Adapt to changes in facings, levels, tempos, musicality, etc. Solve problems creatively Differentiate between core and distal initiation May explore inversions as appropriate
Reason for the new course	Reworking repeatable courses.

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

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

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

natare of the boarse, thought the will likely hot be engine for both bustatus.		
Which OUS school will the course transfer to? List all	U of O, WOU	
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence DANC270 (U of O), D182 (WOU)	
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No	

Section #3 Additional Information for	new LDC courses		
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signature and submit)		
le this serves in a degree or contitiont	other (explain)	n name a violto 2. Diagon na	vide deteile
Is this course in a degree or certificate	e as required, an elective of a	a prerequisite? Please pro	# credits:
Name of certificate(s):			
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE		
	<u> </u>		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	Cross-listed with PE		
Implementation term:	Next available term after approval		
x Specify term AFTER the next available: Fall 2013			
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for		
SAC Chair (type	e name)		nail
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	on (type name)	Email	
Gene Flores		Gene.flores@pcc.edu	
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New Course Lower Division Collegiate (LDC)

L	,				
Section #1 Gene	ral Information				
Department:	Dance	Submitter Heidi Dyer			
		name	4321		
		Phone	heidi.diaz@	pcc.edu	
		Email			
Course Prefix and Number:	D 230B	# Credits:	1		
Course Title:	Modern III- second term	Transcript Title	Modern III- s	second term	
(60 characters		(30 characters max)			
max)	Novel DC sources may not be	,			
Can this course	New LDC courses may not be repeated for credit effective	Contact hours: PER	Lecture:		
be repeated?	2013-14 school year.	QUARTER	Lec/lab:		
	•	QO/IIII	Lab: 30		
If the course is	repeatable then provide a				
compelling argu	iment.				
Is this course equivalent to another? If yes, they		x Yes	Course Number and Title		
must have the same description and outcomes.		No	PE121F-Mo	dern III-second term	
GRADE OPTIONS: Check as many or as few options as you'd like					
Choose the default grade option. What is the default grade? This will be the option listed at the top of the					
	for the CRN. Students who do not				
	will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
	J I	Check all th		Default (Choose one)	
A-F (letter grade)		х		Х	
Pass/No pass		Х			
Audit in consultation with faculty		х			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers,					
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course	Continues development of Mode				
Description:	focus on applying techniques and				
(field will expand as		miques and sime to officiation portormation. May be addited.			
needed)					

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into: ☐ Placement into:				
course prefix & number: D230A or PE121E		x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:				
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable and measurable Appraise own skills and abilities verbs) Perform tasks, procedures, and processes with increasing competence Course Concept-based class structure activities and Body-Mind work to increase kinesthetic awareness design: Warm-up (from CCOG) Center exercises and focused, technical training Axial and Locomotor movement Conceptually relevant phrases or combinations Applying instructor and/or peer feedback to improve performance Review and repetition of movement phrases or exercises Cool down Outcomes Participation assessment Practical Exam strategies: AND one of the following: Written review/critique OR Performance in a PCC showing or concert Course Demonstrate advanced skills in sequencing Content: Continue working with changes in levels Themes. Utilize axial and locomotor movements

	247
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.

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.

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

Section #3 Additional Information for	new LDC courses		
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL N other (explain)	Modality form, obtain signa	iture and submit)
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide details.
Name of certificate(s):			# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Cross-listed with PE		
	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.	Cross-listed with PE		
Implementation term:	Next available term after approval		
x Specify term AFTER the next available: Fall 2013			3
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	timetable linking request
Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for	submission	
SAC Chair (type			nail
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	son (type name)		nail
Gene Flores	/	Gene.flores@pcc.edu	
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New Course Lower Division Collegiate (LDC)

Section #1 Gene	ral 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 Imp	rovisation
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30	
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title	
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)	х		Х
Pass/No pass		Х		
Audit in consultation with faculty		х		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			students". Include any	
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.				

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Addendum to Course Description:	

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Dis standard prerequisites: WR 115, RD 115 and MTH 20 of these prerequisites, or additional prerequisites can be a and/or MTH prerequisites at a lower level on the Gen E Opt-out form available on the Curriculum website pcc.ed	or equivaler requested. Ed/Disciplina	nt placement test s However, if the SA e Studies list, you	cores. Higher levels C wants to set the	s of any of RD, WR
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
Placement into:				
course prefix & number:		x Prerequisite	Corequisite	☐ pre/co
course prefix & number:				
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Use improvisational skills to foster creativity, spontaneity, and interpersonal communication Outcomes: Engage in and appreciate different forms of artistic expression (Use observable Promote health and wellbeing via physical activity, self-expression, and group interaction and measurable verbs) Course Warm up activities and Introduction or review of new concept design: Exploration of new concept via games and open and/or structured improvisations (from CCOG) Observation and discussion May include journaling Outcomes Participation assessment Creation of a group or solo score strategies: Other assessment strategies may include: Group or solo performance Research paper/project Course Exploration of different movement choices Content: Ensemble work Themes, Solo work Concepts, Structured improvisations working from a score Issues and Skills: Open improvisations (from CCOG) Site-specific improvisations Contact improvisation Incorporating language, sound, and/or text Peer observation and feedback

	Class discussion
Reason for the new course	Reworking repeatable courses.

Section #2 Transferability		
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new of possible in the development and internal a colleagues at one or more OUS schools to	es that do not have a high transfer value has led to increasing attention to ate currently requires us to certify that at least one OUS school will accept pate that the state will soon require evidence of transferability, possibly course is approved. It is important that we address these issues as early as approval process for new courses. Faculty should communicate with ascertain how the course will transfer by answering these questions.	
Is there an equivalent lower division course at the University?		
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	x required or support for major	
Check all that apply	general education distribution requirement	
	general elective	
	other (provide details)	
Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form	
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution	
Required for Gen Ed only	Other - provide evidence	
Identify comparables at Oregon schools	DANC271 (U of O), D260 (WOU)	

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

x No

Is General Education or Cultural

this time?

Diversity designation being sought at

253				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no			
Implementation term:	Next available term a Specify term AFTER th	after approval e next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
, and the second				
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type name)		Email		
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Gene Flores		Gene.flores@pcc.edu		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – $DC - 4^{th}$ floor.				

New Course Lower Division Collegiate (LDC)

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

Section #1 Gene	ral Information				
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@	pcc.edu	
Course Prefix and Number:	D 261	# Credits:	1		
Course Title: (60 characters max)	Dance Improvisation	Transcript Title (30 characters max)	Dance Imp	rovisation	
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30		
If the course is repeatable then provide a compelling argument.					
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	•	Check all th	at apply	Default (Choose one)	
	A-F (letter grade)	Х		Х	
	Pass/No pass	х			
Audit in consultation with faculty		х			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed)	Continues to develop skills in dar improvisations, scores, games, a			xploration of structured and open ussion. May be audited.	

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	☐ Place	ment into:		
course prefix & number: D260		x Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
course prefix & number:	·	☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes quidelines on the curriculum website for more quidance on writing good outcomes. Learning Use improvisational skills to foster creativity, spontaneity, and interpersonal communication Outcomes: Engage in and appreciate different forms of artistic expression (Use observable Promote health and wellbeing via physical activity, self-expression, and group interaction and measurable verbs) Respond to feedback to improve performance Course Warm up activities and Introduction or review of new concept design: Exploration of new concept via games and open and/or structured improvisations (from CCOG) Observation and discussion May include journaling Outcomes Participation assessment Creation of a group or solo score strategies: AND one of the following: Group or solo performance Research paper/project Course Exploration of different movement choices Content: Ensemble work Themes, Solo work Concepts, Structured improvisations working from a score Issues and Skills: Open improvisations (from CCOG) Site-specific improvisations Contact improvisation Incorporating language, sound, and/or text Peer observation and feedback Class discussion

Reason for the	Reworking repeatable courses.
new course	

Section #2 T	ransferat	oiltiv
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Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

nature of the course, though it will likely not be eligible for Gen Ed status.				
Which OUS school will the course transfer to? List all	U of O, WOU			
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)			
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 			
Identify comparables at Oregon schools	DANC271 (U of O), D260 (WOU)			
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No			

Section #3 Additional Information for new LDC courses				
How or where will the course be taught. Check all that apply	x on campus hybrid on-line (complete DL Modality form, obtain signated other (explain)	ture and submit)		
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide details.		
Name of certificate(s):		# credits:		
Name of degree(s):		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
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			
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no			
Implementation term:	☐ Next available term a	after approval		
		e next available: Fall 2013		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
	Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for			
SAC Chair (type name)		Email		
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	on (type name)	Email		
Gene Flores		Gene.flores@pcc.edu		
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum $-$ DC $-$ 4 th floor.				

New LDC course request (updated June 2012)

New Course Lower Division Collegiate (LDC)

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

L					
Section #1 General Information					
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu		
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.		☐ Yes x No	Course Number and Title		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
		Check all th		Default (Choose one)	
	A-F (letter grade)	х		Х	
	Pass/No pass	х			
Audit in consultation with faculty		X			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed)		lements of Hip H		nce of Hip Hop both in the U.S. adation, we will explore a variety	

General Education/Discipline Studies Standard Pre	General Education/Discipline Studies Standard Prerequisite Approval					
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum						
x Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores						
☐ Placement into:	☐ Place	ement 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 quidelines on the curriculum website for more quidance on writing good outcomes. Engage in, and/or appreciate different forms of creative and artistic expression, connecting Learning personal responses to a broader context. Outcomes: (Use observable Explain how personal and formal factors shape one's own responses to various and measurable forms of art. verbs) Formulate and articulate ideas through writing and discussion. Identify and acknowledge cultural perspectives and values different from their own. Course Review and summarize key points from assigned readings, documentaries and live events activities and Written exams design: Questionnaires (from CCOG) Class discussion and debate Questionnaires Outcomes assessment Written exams strategies: Written reviews/critiques Creative project Course Explore the four elements of Hip Hop Content: Examine how Hip Hop has evolved over time Themes, Identify subcultures of Hip Hop Concepts. Evaluate the relationship between Hip Hop and popular media Issues and Skills: Provide arguments to support opinions regarding certain forms of artistic expression (from CCOG) Identify and summarize key points contained in documentaries and videos Attend and review related live events Complete a creative project embodying an element of Hip Hop culture Apply skills of observation, interpretation, and evaluation in looking at various forms of artistic

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

Section #2 Transferabiltiy	
the transferability of LDC courses. The state our new LDC course in transfer. We anticipate from more than one school before a new oppossible in the development and internal at	es that do not have a high transfer value has led to increasing attention to ate currently requires us to certify that at least one OUS school will accept pate that the state will soon require evidence of transferability, possibly course is approved. It is important that we address these issues as early as approval process for new courses. Faculty should communicate with ascertain how the course will transfer by answering these questions.
2. Will a department accept the course for	•
3. Will the course be accepted as part of the	ne University's distribution requirements?
If a course transfers as an elective only, it nature of the course, though it will likely no	may still be accepted or approved as an LDC course, depending on the of the eligible for Gen Ed status.
Which OUS school will the course transfer to? List all	* I am currently working with the dept chair at U of O re: transferability as well as waiting to hear back from PSU as of 11-13-12.
How does it transfer Check all that apply	 □ required or support for major □ general education distribution requirement □ general elective □ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed <u>Transferability Status</u> form x E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No
Section #2 Additional Information for now	

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

	261		
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no		
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	n/a		
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	n/a		
Implementation term:	☐ Next available term a	ifter approval	
	x Specify term AFTER the	e next available Fall 2013	
courses will implement in fall or spring	g terms depending on the for	efore the course can be scheduled. Note: Most LDC mal approval process (see timetable linking request LDC disciplines that operate as CTE programs.	
Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for	submission.	
SAC Chair (type	e name)	Email	
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	on (type name)	Email	
Gene Flores		Gene.flores@pcc.edu	
This signature block is NOT to be use with the pdf file to Curriculum – DC –	e. Please return the completed signature page		

New Course Lower Division Collegiate (LDC)

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

L					
Section #1 Gener	ral 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-firs	t term	
Can this course be repeated? PCC default is 0 repeats	x No Yes How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30		
If the course is compelling argu	repeatable then provide a iment.				
•	uivalent to another? If yes, they me description and outcomes.	⊠ Yes □ No		Course Number and Title PE 120E – Ballet III – first term	
Choose the defa dropdown menu t will automatically	NS: Check as many or as few option ault grade option. What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	fault grade? This waste a choice or option. Call the Co	do not make urriculum Offic	a change in the dropdown menu ce if you have questions 971-722-	
		Check all th	at apply	Default (Choose one)	
A-F (letter grade)		х		Х	
Pass/No pass		x			
Audit in consultation with faculty		х			
presents, continu	ence in the course description with es, promotes, and improves. Do r is in the description. Please limit the	not use the words:	"course" or "s	s <i>tudents".</i> Include any	
Course Description: (field will expand as needed)	Continues development of Ba focus on dynamic alignment, reperformance. May be audited.	musicality, move			

|--|

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Dis standard prerequisites: WR 115, RD 115 and MTH 20 of these prerequisites, or additional prerequisites can be and/or MTH prerequisites at a lower level on the Gen Education of the Control of	or equivaler requested. I d/Discipline	nt placement test s However, if the SA e Studies list, you v	cores. Higher levels C wants to set the	s of any of RD, WR
☐ Standard Prerequisites - WR 115, RD 115 and MTI	H 20 or equ	ivalent placement	test scores	
☐ Placement into:	☐ Place	ment into:		
course prefix & number: D191B		x Prerequisite	Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain	·		·	·

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Apply feedback to improve performance and measurable verbs) Perform tasks, procedures, and processes with competence Course Barre work activities and Center Work design: **Grand Adagio** (from CCOG) Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc) Outcomes Participation assessment Practical exam strategies: Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam Course Demonstrate Intermediate/Advanced skills in sequencing Content: Clearly apply body positions, facings, port de bras, and epaulement Themes,

Concepts,	
Issues and	Execute increasingly complicated axial and locomotor movements
Skills:	Clearly demonstrate understanding of line and shape
(from CCOG)	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	Reworking repeatable courses
new course	

Section #2 Transferabiltiy

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

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

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

Hatare of the course, thought it will interf the	of be engine for Cert La etataer
Which OUS school will the course transfer to? List all	U of O, WOU
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D187 (WOU) DANC 272 (U of O)
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No

Section #3 Additional Information for				
How or where will the course	x on campus			
be taught. Check all that apply	│	Modality form, obtain signa	ature and submit)	
	other (explain)			
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please pro	ovide details.	
Name of certificate(s):			# credits:	
Name of degree(s):			# credits:	
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depar	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.				
	T			
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.				
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.				
Implementation term:	Next available term a	after approval		
	x Specify term AFTER the	• •		
Allow 3-4 months to complete the new courses will implement in fall or spring and review to implementation term).	g terms depending on the for	mal approval process (see	e timetable linking request	
Section # 4 Department Review				
This proposal has be reviewed at the	SAC level and approved for	submission.		
SAC Chair (type	• •		nail	
Heidi Dyer		Heidi.diaz@pcc.edu		
SAC Administrative Liais	on (type name)	Er	nail	
Gene Flores	, , ,	Gene.flores@pcc.edu		
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New Course Lower Division Collegiate (LDC)

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

L		•	•		
Section #1 Gener	ral Information				
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu		
Course Prefix and Number:	D290B	# Credits:	ts: 1		
Course Title: (60 characters max)	Ballet III-second term	Transcript Title (30 characters max)	Ballet III-sed	ond term	
Can this course be repeated?	x No	Contact hours: PER	Lecture:		
PCC default	Yes	QUARTER	Lec/lab:		
is 0 repeats	How many times?		Lab: 30		
If the course is compelling argu	repeatable then provide a iment.				
•	uivalent to another? If yes, they me description and outcomes.		Course Number and Title PE 120F – Ballet III – second term		
GRADE OPTION	NS: Check as many or as few option	ons as you'd like			
dropdown menu f will automatically	ault grade option . What is the defor the CRN. Students who do not be assigned to the default grade of details on grade options see the A	t make a choice or option. Call the Co	do not make urriculum Offic	a change in the dropdown menuce if you have questions 971-722-	
	<u> </u>	Check all th		Default (Choose one)	
A-F (letter grade)		х		Х	
Pass/No pass		х			
Audit in consultation with faculty		х			
presents, continu	ence in the course description with es, promotes, and improves. Do r is in the description. Please limit the	not use the words:	"course" or "	students". Include any	
Course Description: (field will expand as needed)	Continues development of Ba focus on increasingly complicated of Ballet in performance. May	ated choreograp		iate/Advanced level with a expression and communication	

Addendum to Course Description:

General Education/Discipline Studies Standard Pre	requisite A	pproval		
If this course is requesting approval for the Gen Ed/Dis				
standard prerequisites: WR 115, RD 115 and MTH 20 of the control o				
these prerequisites, or additional prerequisites can be and/or MTH prerequisites at a lower level on the Gen E				
Opt-out form available on the Curriculum website pcc.e				Toroquiono
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	☐ Placement into:			
course prefix & number: D290A x Prerequisite				
course prefix & number:				
course prefix & number:		Prerequisite	Corequisite	☐ pre/co
None – please explain		·	•	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. Learning Engage in and appreciate different forms of artistic expression Outcomes: Promote health and wellbeing via physical activity, self-expression, and group interaction (Use observable Apply feedback to improve performance and measurable verbs) Perform tasks, procedures, and processes with increasing competence Course Barre work activities and Center Work design: **Grand Adagio** (from CCOG) Intermediate/Advanced Jumps and Turns Traveling and linking steps Allegro (petit and grand) Manipulation of choreography (variations, retrograde, adapting sides, etc) Outcomes Participation assessment Practical exam strategies: Other outcome assessment strategies may include: Written reviews/critiques Creative project Class discussion Written exam Course Demonstrate Intermediate/Advanced skills in sequencing Content: Clearly apply body positions, facings, port de bras, and epaulement Themes,

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

Section #2 Transferabiltiy

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

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

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

natare of the course, thought t will likely not be englishe for contact diatas.		
Which OUS school will the course transfer to? List all	U of O, WOU	
How does it transfer Check all that apply	x required or support for major general education distribution requirement general elective other (provide details)	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only Identify comparables at Oregon schools	☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence D187 (WOU) DANC 272 (U of O)	
Is General Education or Cultural Diversity designation being sought at this time?	Yes – Submit the General Education form x No	

Section #3 Additional Information for	new LDC courses		
How or where will the course	x on campus hybrid		
be taught. Check all that apply	on-line (complete DL Modality form, obtain signature and submit) other (explain)		
Is this course in a degree or certificate	<u> </u>	a prerequisite? Please pro	vide details
Name of certificate(s):	as required, air elective or t	a prorequione: Tricado pre	# credits:
Name of degree(s):			# credits:
Briefly explain how this course fits			" oroano.
into the above program(s), i.e. requirement or elective:			
Impact on other Programs and Depar	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.			
Have you consulted with the SAC Chair(s) of other program(s)			
regarding potential impact such as			
content overlap, duplication, prerequisites, enrollment impact			
etc. If yes, explain and/or describe			
the nature of acknowledgements or agreements that have been reached.			
reactied.			
Is there any potential impact on			
another department or campus? If yes, explain and/or describe the			
nature of acknowledgments and/or			
agreements that have been reached.			
Implementation term:	☐ Next available term a	after approval	
	x Specify term AFTER the	next available Fall 2013	
Allow 3-4 months to complete the new			
courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the SAC level and approved for submission.			
`,,	SAC Chair (type name) Email		
Heidi Dyer		Heidi.diaz@pcc.edu	
SAC Administrative Liais	on (type name)	Email	
Gene Flores		Gene.flores@pcc.edu	
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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window course number title description (include requisites) outcomes prerequisites and co-requisites Grade option change	Save this document as the course prenumber Send completed form electronically to curriculum@pcc.edu
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Section #1 G	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) This is an economic issues course that covers Covers economic topics related to current events. Includes specific topics in some depth. Topics covered International trade and finance; energy and resource change with current events and instructor economics; poverty, discrimination, and income interest and may include: International trade distribution in national economies and the global economy; and finance; energy and resource economics; economic development; financial market instability; poverty, discrimination, and income environmental and sustainability issues; government and

prefix 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 writing good outcomes.

Current learning outcomes (required information for all course

revisions)

- 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.

New learning outcomes

- 1. Think critically and formulate independent and wellconsidered conclusions about economic issues and policies.
- 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
- 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.
- 4. Further develop civic understanding by virture of greater awareness of the different public policy options for addressing economic issues and problems.
- 5. Make rational decisions based on rudimentary marginal analyses.
- 6. Prepared to further their studies in Economics courses.

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 prerequisit If you are NOT changing prerequi		-		in this a	rea -
Standard prerequisites -	31103 01 0	o-requisites DO N	OTTIMA	ווו נוווט מו	Ca
Placement into:					
_					
prefix & number:		☐ Prerequisite		requisite	☐ pre/con
prefix & number:		☐ Prerequisite	∐ Co	requisite	pre/con
Proposed prerequis	•	•		Sin thin o	
If you are NOT changing prerequi Standard prerequisites -	sites or c	o-requisites DO N	OTHING	in this ai و	ea
☐ Placement into: .					
prefix & number:		☐ Prerequisite	ПСо	requisite	pre/con
prefix & number:		☐ Prerequisite		requisite	☐ pre/con
prefix & fluffiber.				requisite	pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates. If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide details, who was contacted and the resolution.					
☐ Yes ☑ No					
Implementation term ☑ Next available term after approval ☐ Specify term (if AFTER the next available term)					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Continue # 2 Domestor out Daview					
Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date				Date	
Justin A. Elardo Justin.elardo@pcc.edu 12/18/2012					
SAC Administrative Liaison (type name) Email Date				Date	

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Course Revision

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

course prefix and

tronically to

Section #1 G	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

not use the words, course and/or student, include recommendations in the description.			
Current Description	Proposed Description		
(required information for all course	(include requisites)		
revisions. Include requisites)			
The study of labor markets with emphasis on	Covers topics related to labor markets with emphasis on		
the economic status of women and their	the economic status of women and their decisions about		
decisions about work and family. Topics of	work and family. Includes recent developments in the labor		
study include: recent developments in the labor	market; the gender pay gap and women-men occupational		
market; the gender pay gap and women-men	differences; labor supply decisions; human capital theory;		
occupational differences; labor supply	racial discrimination; economics of marriage and household		

discriminatio household de Prerequisites	man capital theory; racial n; economics of marriage and ecisions. Recommended: MTH 95. : WR 115, RD 115 and MTH 20 or acement 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 g

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		
		 Think critically and formulate independent and well-considered conclusions about recent labor market trends and their implications for families and women in particular. Effectively participate in the political process and the 		
occupational seg gender pay gap.	regation and the	economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.		
 Express the know that affect labor women vis-à-vis counterparts. 	supply decisions for	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.		
4. Understand the household as an economic unit and explain their knowledge about the link between division of labor within the household		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.		
racial inequalitie family structures	stand the trends in s, and the changes in	5. Make rational decisions based on rudimentary marginal analyses.6. Prepared to further their studies in Economics courses.		
Americans. 6. Be able to understand the goals and objectives of unions and their effects in				
our economy. 7. Explain the nature unemployment.	re and causes of			
Reason Improve le for change	arning outcomes.			

F fc

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				rea	
Standard prerequisites -					
Placement into: .					
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
Proposed prerequising If you are NOT changing prerequis	•	•		ે in this ar	rea
Standard prerequisites -	1103 01 0	o requisites DO 11		5 111 (1115 (a)	Ca
Placement into: .					
prefix & number:		☐ Prerequisite	Со	requisite	☐ pre/con
prefix & number:		Prerequisite	Со	requisite	☐ pre/con
Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates. If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide details, who was contacted ar	nd the r	esolution.			
☐ Yes ☑ No					
Implementation Specify term (if AFTER the next available term)					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission SAC Chair (type name) Email Date			Onto		
121			12/18/20		
SAC Administrative Liaison (type name) Email Date				Date	

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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window	Save this docume number
course number title	Send completed to curriculum@p
description (include requisites)	
prerequisites and co-requisites	
Grade option change	

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 G	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.

not use the words: course and/or student. Include recommendations in the description.			
Current Description	Proposed Description		
(required information for all course	(include requisites)		
revisions. Include requisites)			
Selected issues and problems related to	Covers issues and problems related to international		
international economics and international	economics and international economic institutions.		
economic institutions. This includes trade and	Includes trade and the balance of payments; trade		
the balance of payments; trade competition	competition between the U.S. and other nations; reform		
between the U.S. and other nations; reform and	and restructure of the Russian and Eastern European		
restructure of the Russian and Eastern	economies, economic development and problems of		

and problem Prerequisites	onomies, economic development s of developing nations. : WR 115, RD 115, and MTH 95 or acement test scores, and EC 200 or 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.

are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.				
Current learning outcomes (required information for all course	New learning outcomes			
revisions) 1. To read news, magazine or journal articles	Think critically and formulate independent and well-			
about specific economic issues with confidence.	considered conclusions about the global economy.			
2. To approach economic issues with an	2. Effectively participate in the political process and the			
educated, critical and open mind.	economy by utilizing an understanding of the historical			
3. To effectively participate in the political	evolution of economic systems, institutions and ideologies.			
process and the economy by utilizing an	3. Understand different paradigmatic perspectives			
understanding of the historical evolution of	regarding international trade and economic development.			
economic systems, institutions and ideologies.	4. Enhance civic engagement by applying a deeper			
4. To be an active participant in the political	awareness of the different public policy options for addressing challenges associated with economic			
process by utilizing an objective understanding of the various aspects of economic issues.	development.			
5. To complete additional courses including	5. Make rational decisions based on rudimentary marginal			
economics at the sophomore level and above;	analyses.			
to successfully transfer to a four-year institution of higher education.	6. Prepared to further their studies in Economics courses.			
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.				
Reason Improve learning outcomes.				
for				
change				

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites -					
Placement into: .					
prefix & number:	number:				
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con			
	es, corequisites and concu				
If you are NOT changing prerequisi Standard prerequisites -	tes or co-requisites DO NC	OTHING in this area			
Placement into: .					
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con			
•	Prerequisite				
prefix & number:	i rerequisite	Corequisite pre/con			
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease confirm this by review	ving yes			
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.					
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?					
Please provide details, who was contacted and the resolution.					
☐ Yes ☑ No					
Implementation term Next available term after approval Specify term (if AFTER the next available term)					
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission					
SAC Chair (type name) Email Date					
Justin A. Elardo Justin.elardo@pcc.edu 12/18/2012					
SAC Administrative Liaison (type name) Email Date					
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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window course number title description (include requisites) outcomes prerequisites and co-requisites Grade option change	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu
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Section #1 General Information				
Department	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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) This course examines the United States Covers specific topics related to the United States economy economy from a systems/institutional from a systems/institutional perspective. Includes key perspective. With this approach, students will institutions that make up the U.S. economy including explore the key institutions that make up the corporations, government, the market system, labor U.S. economy including corporations, unions, monetary and financial institutions, and others. Examines three problem areas: environmental degradation government, the market system, labor unions,

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.

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.

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)

- 1. Define political economy
- 2. Define capitalism as an economic system
- 3. Describe the salient features of a capitalist economy
- 4. Apply lesson learned from a historical/evolutionary understanding of economic systems
- 5. Evaluate arguments that apply to key economic issues
- 6. Approach economic problems critically and creatively
- 7. Evaluate the role of corporations in the U.S. economy
- 8. Actively work toward solutions for key economic problems such as inequality, non-sustainability, resource depletion and instability.

New learning outcomes

- 1. Think critically and formulate independent and wellconsidered conclusions about the salient features of a capitalist economy
- 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
- 3. Understand different paradigmatic perspectives regarding capitalism as an economic system.
- 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.
- 5. Make rational decisions based on rudimentary marginal analyses.
- 6. Prepared to further their studies in Economics courses.

Reason for change	Improve learning outcomes.		
prerequisites If the SAC w	S: Note: If this course has been approved for s: WR 115, RD 115, and MTH 20 or equivaler ants to set the RD, WR and/or MTH prerequi Opt out form.	nt placement test sco	res
<u> </u>	Current prerequisites, core you are NOT changing prerequisites or	•	
	d prerequisites -		
☐ Placeme	ent into: .		
prefix & nui	mber:	☐ Prerequisite	☐ Corequisite ☐ pre/con
prefix & nui	mber:	☐ Prerequisite	☐ Corequisite ☐ pre/con
14	Proposed prerequisites, co	•	
	you are NOT changing prerequisites or of the prerequisites -	co-requisites DO N i	OTHING IN this area
_ <u></u>	ent into: .		
prefix & nui	mber:	☐ Prerequisite	☐ Corequisite ☐ pre/con
prefix & number:			☐ Corequisite ☐ pre/con
	se used for related instruction? Please cry of related instruction templates.	onfirm this by review	wing yes no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
<u></u>	vide details, who was contacted and the r	esolution.	
	lo la		
Implementa term	Next available term after a	• •	m)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum			

Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name) Email Date				
Justin A. Elardo	Justin.elardo@pcc.edu	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 – $DC - 4^{th}$ 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

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:	 Think critically and formulate independent and well-considered conclusions about economic issues and policies. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 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. Further develop civic understanding by virture of greater awareness of the different public policy options for addressing economic issues and problems. Make rational decisions based on rudimentary marginal analyses. Prepared to further their studies in Economics courses. 			

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

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.

F. Aesthetic and artistic values.

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.

G. Understanding of the ethical and social requirements of responsible citizenship.

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.

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

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lar	ge, will help the student to act more responsibly and ethically as a				
CO	nsumer, producer, voter, and citizen.				

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

knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?** economic behavior personally.

- 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.
- 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 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.
- 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.

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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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
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General Education Request Information

6. Complete the contact information:				
Person Submitting	Name		E-mail Address	
This Request	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

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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:	 Think critically and formulate independent and well-considered conclusions about recent labor market trends and their implications for families and women in particular. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 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. 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. Make rational decisions based on rudimentary marginal analyses. Prepared to further their studies in Economics courses. 				

8. Address PCC's General Education Philosophy Statement:

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- A. understanding of their culture and how it relates to other cultures
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- 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

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- 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

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	

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.*

- 1. To provide a general information about recent labor market trends and their implications for families and women in particular.
- 2. To enhance students' understanding of the gender gap and its causes with respect to income, occupation, and human capital differences.
- 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.
- 4. To increase students' knowledge of the trend and extent of racial discrimination and inequality.
- 5. To help students understand the role and the process of collective bargaining in the labor market.

6. To enrich students' knowledge of the causes and effects of unemployment, and unemployment policies.

*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 womenmen 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.

Portland Community College

Social Science General Education/Discipline Studies List Request Form

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General Education Request Information

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Person Submitting	Name		E-mail Address	
This Request	Justin A. Elardo		justin.elardo@pcc.edu	
	Name		E-mail Address	
SAC Chair	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

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Course Prefix and Number:	Course Title:				
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.				
Course Outcomes:	1. Think critically and formulate independent and well-considered conclusions about the global economy. 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies. 3. Understand different paradigmatic perspectives regarding international trade and economic development. 4. Enhance civic engagement by applying a deeper awareness of the different public policy options for addressing challenges associated with economic development. 5. Make rational decisions based on rudimentary marginal analyses. 6. Prepared to further their studies in Economics courses.				

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- 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
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- 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

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

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.

F. Aesthetic and artistic values.

ethical and social

responsible citizenship.

requirements of

G. Understanding of the

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.

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.

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.

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.

Portland Community College

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	Name		E-mail Address	
This Request	Justin A. Elardo		justin.elardo@pcc.edu	
	Name		E-mail Address	
SAC Chair	Justin A. Elardo		justin.elardo@pcc.edu	
	Name		E-mail Address	
SAC Admin Liaison	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

306				
Course Prefix and Number:		Course Title:		
	Covers specific topics related to the United States economy from a systems/institutional perspective. Includes key institutions that make up the U.S.			

Course Description:

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.

Course Outcomes:

- 1. Think critically and formulate independent and well-considered conclusions about the salient features of a capitalist economy
- 2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and
- 3. Understand different paradigmatic perspectives regarding capitalism as an economic system.
- 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.
- 5. Make rational decisions based on rudimentary marginal analyses.
- 6. Prepared to further their studies in Economics courses.

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 Political economy approaches the study of economics from the standpoint of culture and how it relates methodological holism. Any thorough investigation of economic phenomena requires an understanding of the political, social, and cultural institutions of to other cultures.

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 socia 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.

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.

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.

C. Understanding of themselves and/or their natural and technological environments.

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.

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.

D. Ability to reason qualitatively and/or quantitatively.

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.

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 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.

F. Aesthetic and artistic values.

G. Understanding of the ethical and social requirements of responsible citizenship.

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.

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.

**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.