CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
April 3, 2013
Sylvania CC, Conference Rm B

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

Experimental Courses:

LAT 199 – Permaculture Design
ART 199N – The Feminine In Photography
ART 199O – Spirit Photography
MM 299T – Broadcast I
MM 299U – Broadcast II
SPA 199B – Culture in Context: Spain
MM 299M – Cinematography/Lighting

Course Inactivation:

None

Available Grading Option:

None

Old Business:

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

464. MUS 191A – Class Guitar I - beginning
Course Revision – Number, Des, Out
Withdrawn at SAC Request

465. MUS 191B – Class Guitar I
New Course
Withdrawn at SAC Request

466. MUS 191C – Class Guitar I
New Course
Withdrawn at SAC Request

467. MUS 192 – Class Guitar II
Course Revision – Number, Des, Out
Withdrawn at SAC Request

468. MUS 192B – Class Guitar II
New Course

Withdrawn at SAC Request

469. MUS 192C – Class Guitar II
New Course
Withdrawn at SAC Request

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

477. MUS 221B – Chamber Chorus
New Course

478. MUS 221C – Chamber Chorus
New Course

479. MUS 221D – Chamber Chorus
New Course

480. MUS 221E – Chamber Chorus
New Course

481. MUS 221F – Chamber Chorus
New Course

New Business:

513. COMM 212 – Voice and Diction
Course Revision – Requisites

514. CAS 123 – Production Keyboarding
Course Revision – Outcomes

515. OS 280F – CE: Administrative Assistant
Course Revision – Outcomes

516. OS 280G – CE: Administrative Assistant- Seminar
Course Revision – Outcomes

517. BMZA 105 – Comparative Vertebrate Anatomy and Physiology I
Course Revision – Des, Req

518. BMZA 106 – Comparative Vertebrate Anatomy and Physiology II
Course Revision – Des, Req

519. BMZA 110 – Animal Nutrition
Course Revision – Des, Out

520. BMZA 240 – Zoo Water Quality Management
Course Revision – Des, Req

521. CS 160 – Exploring Computer Science
Course Revision – Des

522. CS 161 – Computer Science
Course Revision – Des

523. ART – Expanded Studio Art Courses
Designation – General Education

Additional agenda items:

Kendra – Information: Accreditation response to the federal credit definition.

Equivalency/Cross-listing discussion

CourseLeaf – Course and Degree and Certificate management system

Portland Community College

New Course Lower Division Collegiate (LDC)

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

Section #1 General Information			
Department:	Dance	Submitter name Phone Email	Heidi Dyer 4321 heidi.diaz@pcc.edu
Course Prefix and Number:	D275	# Credits:	4
Course Title: (60 characters max)	Dance and Hip Hop Culture	Transcript Title (30 characters max)	Dance and Hip Hop Culture
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like **Choose the default grade option**. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			

	Check all that apply	Default (Choose one)
A-F (letter grade)	x	x
Pass/No pass	x	☐
Audit in consultation with faculty	x	☐

Begin 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 "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Examines the historical, artistic, social, and cultural relevance of Hip Hop both in the U.S. and abroad. Uses the four elements of Hip Hop as a foundation to explore a variety of topics related to dance in Hip Hop culture.

Addendum to Course Description:	

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Learning Outcomes: **(Use observable and measurable verbs)**	• Engage in, and/or appreciate different forms of creative and artistic expression, connecting personal responses to a broader context. • Explain how personal and formal factors shape one's own responses to various forms of art. • Formulate and articulate ideas through writing and discussion. • Identify and acknowledge cultural perspectives and values different from their own.
Course activities and design: **(from CCOG)**	Review and summarize key points from assigned readings, documentaries and live events Written exams Questionnaires Class discussion and debate
Outcomes assessment strategies:	Questionnaires Written exams Written reviews/critiques Creative project
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Explore the four elements of Hip Hop Examine how Hip Hop has evolved over time Identify subcultures of Hip Hop Evaluate the relationship between Hip Hop and popular media Provide arguments to support opinions regarding certain forms of artistic expression Identify and summarize key points contained in documentaries and videos Attend and review related live events Complete a creative project embodying an element of Hip Hop culture Apply skills of observation, interpretation, and evaluation in looking at various forms of artistic

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

Section #2 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	* I am currently working with the dept chair at U of O re: transferability as well as waiting to hear back from PSU as of 11-13-12.
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form 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 #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid x on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

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

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

Portland Community College

Course Revision

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

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

Section #1 General Information			
Department	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Current prefix and number	MUS221	Proposed prefix and number	MUS221a
Current course title	Chamber Chorus	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Develop a high level of artistic choral singing through directed rehearsal and performance of music for the smaller choir of mixed voices--soprano, alto, tenor, bass. Audition required.	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required. Addendum: Division of voices may be adapted to suit

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

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
This course is primarily a music performance course. The majority of the course will be taught as a directed rehearsal A.Students will be able to learn choral parts aurally and through music reading B.Students will be able to execute musical directions of choir director and make appropriate notation in music score C.Students will be able to accurately follow the conducting pattern of the director D.Students will be able to hold a vocal line in three or four part singing E.Students will be able to sing with musicality appropriate to musical style Students will be able to to perform publicly as a member of choir	Use a beginning understanding of musicianship and performance etiquette to perform basic-level repertory to a public audience as a member of a small vocal ensemble. Use a beginning understanding of basic-level music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble. Use a beginning understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Reason for change	Some of the current outcomes are in-class activities. Revised to reflect what student will be able to do "out there".

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

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

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221b	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

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

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:			
course prefix & number: MUS221a	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: **(Use observable and measurable verbs)**	Use an advanced beginning understanding of musicianship and performance etiquette to perform basic-level repertory to a public audience as a member of a small vocal ensemble. Use an advanced beginning understanding of music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble. Use a n advanced beginning understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course	Vocal Genres:

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

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	PSU, U of O, OSU, SOU (all OUS institutions that offer MUS courses)
How does it transfer Check all that apply	☒ required or support for major ☐ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

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

Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Only the others that are part of the expansion.

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

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email

John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221c	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title

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

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	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

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

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:	☐ Placement into:		
course prefix & number: MUS221b	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: **(Use observable and measurable verbs)**	Use a beginning intermediate understanding of musicianship and performance etiquette to perform basic/intermediate-level repertory to a public audience as a member of a small vocal ensemble. Use a beginning intermediate understanding of music literacy to prepare and rehearse basic/ intermediate-level repertory as a member of a small vocal ensemble. Use a beginning intermediate understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course	Vocal Genres:

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

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

Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

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

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email

John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

<table>
<tr><td colspan="2" align="center">**New Course**
Lower Division Collegiate (LDC)</td></tr>
</table>

<table>
<tr><td align="center">Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu</td></tr>
</table>

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221d	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*".   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

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

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: MUS221c		☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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

Learning Outcomes: **(Use observable and measurable verbs)**	Use an intermediate understanding of musicianship and performance etiquette to perform intermediate-level repertory to a public audience as a member of a small vocal ensemble. Use a n intermediate understanding of music literacy to prepare and rehearse intermediate-level repertory as a member of a small vocal ensemble. Use an intermediate understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a small vocal ensemble during rehearsal.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course Content:	Vocal Genres:

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

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

Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

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

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu

SAC Administrative Liaison (type name)	Email
Cheryl Scott	cscott@pcc.edu
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Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221e	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title

GRADE OPTIONS: Check as many or as few options as you'd like		
Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course"* or "s*tudents".* Include any recommendations in the description. Please limit the description to 1-3 sentences.	
Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

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

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:		
course prefix & number: MUS221d		☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain				

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

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

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

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

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

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

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

Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Only the others that are part of the expansion.

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

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

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

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

with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	MUSIC	Submitter name Phone Email	John Mery 971-722-4759 jmery@pcc.edu
Course Prefix and Number:	MUS221f	# Credits:	1
Course Title: (60 characters max)	Chamber Chorus	Transcript Title (30 characters max)	Chamber Chorus
Can this course be repeated?	No	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title	

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "*course*" or "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal and performance. May include local, regional and/or other off-campus public performances. Audition required.

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

General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:		☐ Placement into:			
course prefix & number: MUS221e			☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain					

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

Learning Outcomes: **(Use observable and measurable verbs)**	Use an advanced understanding of musicianship and performance etiquette to perform advanced-level repertory to a public audience as a member of a small vocal ensemble. Use an advanced understanding of music literacy to prepare and rehearse advanced repertory as a member of a small vocal ensemble. Use an advanced understanding of the stylistic differences in advanced repertory to learn, rehearse and accurately interpret vocal music in performance.
Course activities and design: **(from CCOG)**	Learn and rehearse choral part both aurally and through printed music notation. Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.).
Outcomes assessment strategies:	Attendance Recital/performance participation Concert reports Class participation Score annotation Part singing tests
Course Content: Themes,	Vocal Genres: *Performance Concepts and Practicum*

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

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

Diversity designation being sought at this time?	☒ No

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

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

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

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
John Mery (co-chair)	jmery@pcc.edu
SAC Administrative Liaison (type name)	Email

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Communication Studies	Submitter name Phone Email	Patricia Semura 971.722.5214 psemura@pcc.edu
Current prefix and number	COMM 212	Proposed prefix and number	
Current course title	Voice and Diction	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	**Change prerequisite from COMM 111 to standard prerequisite (WR 115, RD 115, MTH 20 or equivalent placement test scores) in order to conform to all COMM 200 level courses.** **Also, edit Course Description to begin with verb, and edit course outcomes for clarity.**		

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

Voice production and articulation of speech sound, with attention to elementary speech physiology and phonetics. Develops more effective speech for teachers, radio and television speakers, public speakers and others who require special competence in speaking. Prerequisite: COMM 111 and its prerequisite requirements. Audit available.	Explores voice production and articulation of speech sound, with attention to elementary speech physiology and phonetics. Develops more effective speech for teachers, radio and television speakers, public speakers and others who require special competence in speaking. Prerequisite: WR 115, RD 115, MTH 20 or equivalent placement test scores. Audit available.
Reason for change	Edit Course Description to begin with a verb, and change prerequisite.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon successful completion, student should be able to: 1. Use learned skills to continue to improve effective speech for such areas as teachers, radio and television speakers, and those who need additional support in speaking. 2. Manage voice production and articulation by understanding basic speech physiology, acoustics, phonetics. 3. Continue to use learned speech tools, such as Standard American Speech, in order to continue to build communication competence and mutual understanding.	Upon successful completion, student should be able to: 1. Use learned skills in phonetics and voice variation to improve effective speech for teachers, radio/television speakers, and those seeking additional support in speaking. 2. Manage voice production and articulation by understanding basic speech physiology, acoustics, and phonetics. 3. Use learned tools of linguistic contrastive analysis to build communication competence in Standard American speech.
Reason for change	Edit for clarity.

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: COMM 111	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
X☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Patricia Semura and Jorge Espinosa	psemura@pcc.edu	03/12/2013
SAC Administrative Liaison (type name)	Email	Date
Chris Edwards	cedwards@pcc.edu`	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Office Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	CAS123	Proposed prefix and number	
Current course title	Production Keyboarding	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Develops rapid keyboarding and accurate proofreading of business letters, memos, reports, and tables. Improves and increases speed and accuracy of keyboarding skills. Recommended: Placement into RD 115 and WR 115 or higher, OS 220, and keying 45 wpm by touch. Prerequisite: CAS 216 or instructor	

permission. Audit available.	
Reason for change	.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Recognize when to use each of the Microsoft Office programs to create professional business documents. 2. Use Microsoft Office programs to create personal and/or business documents following current professional and/or industry standards. 3. Pursue future courses specializing in one or more of the programs. 4. Apply skills and concepts for basic use of computer hardware, software, networks, and the Internet in the workplace and in future coursework as identified by the internationally accepted Internet and Computing Core (IC3) standards.	1. Use computer and word processing software to quickly and accurately produce business documents following current professional and/or industry standards.

Reason for change	Another CAS class's outcomes were approved by mistake last time this went before the committee.

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Diane Shingledecker	dshingle@pcc.edu	2/11/2013
SAC Administrative Liaison (type name)	Email	Date
Julie Kopet	jkopet@pcc.edu	2/11/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Office Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS280F	Proposed prefix and number	
Current course title	CE: Administrative Assistant	Proposed title (60 characters max)	
# Credits	1-5	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Provides field experience for the administrative assistant student. Recommended: RD 115, WR 115 and satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission required.	

Reason for change	.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None.	1. Successfully meet work goals and objectives created with supervisor. 2. Perform tasks relative to an entry-level administrative assistant office position utilizing acquired classroom skills. 3. Communicate effectively with associated co-workers, supervisors, and staff.
Reason for change	Need to add outcomes to this CCOG.

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

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Diane Shingledecker	dshingle@pcc.edu	2/11/2013
SAC Administrative Liaison (type name)	Email	Date
Julie Kopet	jkopet@pcc.edu	2/11/2013
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Portland Community College

Course Revision

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

Section #1 General Information

Department	Computer Applications/Office Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS280G	Proposed prefix and number	
Current course title	CE: Administrative Assistant - Seminar	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Supplements the work experience portion of cooperative education and the student's on-campus program through feedback sessions and instruction in job-related area. Prerequisite/concurrent: OS 280F. Recommend: RD 115, WR 115 and satisfactory progress through at least 15 credit hours of CAS/OS	

courses, or instructor permission required.	
Reason for change	.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None.	1. Prepare relevant, current job search materials. 2. Think critically to evaluate and modify thinking and/or behavior to be an effective and efficient employee. 3. Integrate classroom skills learned and professional experience to enhance your success as an employee.
Reason for change	Need to add outcomes to this CCOG.

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

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

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

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Diane Shingledecker	dshingle@pcc.edu	2/11/2013
SAC Administrative Liaison (type name)	Email	Date
Julie Kopet	jkopet@pcc.edu	2/11/2013
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Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 105	Proposed prefix and number	
Current course title	Comparative Vertebrate Anatomy and Physiology I	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Presents a comparative approach to structure, function, and evolution of the vertebrate classes. Examines histology and organ systems with emphasis on integumentary, skeletal, muscular, and nervous systems. Includes laboratory	Presents a comparative approach to structure, function, and evolution of the vertebrate classes. Examines histology and organ systems with emphasis on integumentary, skeletal, muscular, and nervous systems. Includes laboratory dissections of representative vertebrate specimens. Prerequisites: BI

dissections of representative vertebrate specimens. Prerequisites: BI 112 and (CH 100 or CH 104). Department permission required. Audit available.	112 or (BI 211 and 212) and (CH 151 or CH 104 or above). Department permission required. Audit available.
Reason for change	BI 211 & 212 provides equivalent necessary biology background as BI 112. CH 100 course content has been changed and is no longer adequate course preparation for A&P, content now in CH 151.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Effectively communicate within a team of zoo professionals regarding the anatomical and physiological conditions of vertebrates being managed. Critically evaluate published research related to histology, integument, skeletal, muscular and nervous systems of vertebrates, in order to inform and continuously improve best practices in animal management. Skillfully monitor animal health and well-being using an understanding of their anatomy and physiology. Respond knowledgeably and educate the public when questioned regarding animal anatomy, physiology, and well-being.	
Reason for change	

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: BI 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BI 112 or BI 211 and 212	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 151 or 104 or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	03/05/2013
SAC Administrative Liaison	Email	Date
Betsy Julian	betsy.julian@pcc.edu	03/05/2013

Portland Community College

Course Revision

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

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 106	Proposed prefix and number	
Current course title	Comparative Vertebrate Anatomy and Physiology II	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

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

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Presents a comparative approach to structure, function, and evolution of vertebrate organ systems with emphasis on special senses, circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems. Includes laboratory	Presents a comparative approach to structure, function, and evolution of vertebrate organ systems with emphasis on special senses, circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems. Includes laboratory dissections of representative vertebrate specimens. Prerequisites:

dissections of representative vertebrate specimens. Prerequisites: BI 112 and (CH 100 or CH 104). Department permission required. Audit available	BMZA 105. Department permission required. Audit available.
Reason for change	This is the second term of 2-term A&P course so simplifying prerequisite into BMZA 105 (A&P I) makes sense and will decrease need for prerequisite overrides.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Effectively communicate within a team of zoo professionals regarding the anatomical and physiological conditions of vertebrates being managed. Critically evaluate published research related to special senses, circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems, in order to inform and continuously improve best practices in animal management. Skillfully monitor animal health and well-being using an understanding of their anatomy and physiology. Respond knowledgeably and educate the public when questioned regarding animal anatomy, physiology, and well-being.	
Reason for change	

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

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

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: BI 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: BMZA 105	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	03/05/2013
SAC Administrative Liaison	Email	Date
Betsy Julian	betsy.julian@pcc.edu	03/05/2013

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 110	Proposed prefix and number	
Current course title	Animal Nutrition	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.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces various types of nutrients, the basic principles of nutrition as applied to exotic animals, principles of diet formulation, and important nutritionally caused diseases. Explores nutritional needs of orphaned animals, geriatric	Introduces various types of nutrients, the basic principles of nutrition as applied to exotic animals, principles of diet formulation, and important nutritionally caused diseases. Explores nutritional needs of orphaned animals, geriatric animals and nutrient requirements across taxa. Prerequisites: MTH

animals and nutrient requirements across taxa. Prerequisites: MTH 65 and (CH 100 or 104). Department permission required. Audit available.	65 and (CH 151 or 104 or higher). Department permission required. Audit available.
Reason for change	CH 100 course content has been changed and is no longer adequate course preparation for animal nutrition, content now in CH 151.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Design a diet that provides all essential and desirable nutrients to ensure longevity, desirable weight, and well-being in captivity using scientific nutritional literature based upon the species, age, sex and health of an animal.	
Reason for change	

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

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

Current prerequisites, corequisites and concurrent			
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:			
prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 151 or 104 or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	03/05/2013
SAC Administrative Liaison	Email	Date
Betsy Julian	betsy.julian@pcc.edu	03/05/2013

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 240	Proposed prefix and number	
Current course title	Zoo Water Quality Management	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the fundamental principles and application of water management techniques to water systems typically used in zoos. Prerequisites: MTH 65 and (CH 100 or 104). Department permission required. Audit available.	Introduces the fundamental principles and application of water management techniques to water systems typically used in zoos. Prerequisites: MTH 65 and (CH 151 or 104 or higher). Department permission required. Audit available.

Reason for change	CH 100 course content has been changed and is no longer adequate course preparation for animal nutrition, content now in CH 151.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Safely and effectively operate, maintain, and troubleshoot the Life Support Systems(LSS) that provides biological, chemical, and/or mechanical filtration in a zoo setting. Implement a comprehensive water quality monitoring system that addresses the specific needs of the various types of water to assure optimal zoo animal welfare. Maintain water quality in accordance with all governmental and accrediting body recommendations to assure well-being of the animals in a zoo setting.	
Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into:

prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 151 or 104 or higher	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?
Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review
This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	03/05/2013

SAC Administrative Liaison	Email	Date
Betsy Julian	betsy.julian@pcc.edu	03/05/2013

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Walter Morales x7604
Current prefix and number	CS160	Proposed prefix and number	No change
Current course title	Exploring Computer Science	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	**No change**
Reason for title change	**No change**		

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

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and	Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended:

develops rudimentary software development skills. Recommended: Computer Literacy (such as completion of CIS 120); placement at MTH 65 and RD 115. Audit available.	Computer Literacy (such as completion of CIS 120); ~~placement at~~ MTH 65 and RD 115. Audit available.
Reason for change	Just removal of words placement at

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

Current learning outcomes (required information for all course revisions)	New learning outcomes
On completion of this course the student should be able to: · Identify career opportunities in computer science and distinguish computer science from related disciplines. · Develop and analyze simple algorithms, and design, code, and test a program. · Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. · Use an understanding of the underlying computational limitations of computers when identifying solutions. · Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. · Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data..	On completion of this course the student should be able to: · Identify career opportunities in computer science and distinguish computer science from related disciplines. · Develop and analyze simple algorithms, and design, code, and test a program. · Use a variety of problem-solving strategies, and be aware of the operation of computer hardware. · Use an understanding of the underlying computational limitations of computers when identifying solutions. · Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field. · Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data..
Reason for change	There were no changes, I was told that I had to include this field

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

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

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

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

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

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

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Walter Morales	wmorales@pcc.edu	3/5/13
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	3/5/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Walter Morales x7604
Current prefix and number	CS161	Proposed prefix and number	No change
Current course title	Computer Science I	Proposed title (60 characters max)	No Change
# Credits	4	Proposed transcript title (30 characters max)	**No Change**
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Introduces writing programs in a high level programming language. Surveys	Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Introduces writing programs in a high level programming language. Surveys current social and ethical aspects of computer science. Recommended:

current social and ethical aspects of computer science. Recommended: MTH 111B or MTH 111C, WR 121, and CS 160. Audit available.	~~MTH 111B or MTH 111C~~, **MTH 111**, WR 121, and CS 160. Audit available.
Reason for change	MTH 111B or MTH 111C no longer exist, so we are adjusting the description.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
On completion of this course students should be able to: § Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. § Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. § Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). § Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. § Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. § Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.	On completion of this course students should be able to: § Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. § Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. § Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). § Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. § Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. § Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.
Reason for change	There was no change, I was told that I needed to fill out this field.

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

Prerequisite Opt out form.

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

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

☐ Placement into: .

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

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

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

☐ Placement into: .

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

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

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

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Walter Morales	wmorales@pcc.edu	3/5/13
SAC Administrative Liaison (type name)	Email	Date

Charmagne ehrenhaus	charmagne.ehrenhaus@pcc.edu	3/5/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Arts and Letters General Education/Discipline Studies List Request Form
For Sequenced Courses Developed From A Single Course Currently Approved For General Education/Discipline Studies Status

General Education status for sequences:
When a sequence of closely related courses using the same number (for example, Art 101a, 101b, 101c) has been created from single "parent" course (for example, Art 101) currently approved for General Education status, all of the new sequence courses may be approved for General Education status on the basis of the "parent" course. All credits earned by a student in sequenced courses will be counted toward their degree completion. However, in keeping with the principle of breadth in General Education, *an individual student may use only **one** course in a sequence to fulfill GE requirements for graduation.* Any subsequent courses in the same sequence taken by that student will not fulfill additional GE requirements for that student.

Complete the contact information:		
Person Submitting This Request	Name	E-mail Address
	Elizabeth Bilyeu	ebilyeu@pcc.edu
SAC Chair	Name	E-mail Address
	Elizabeth Bilyeu, Ben Buswell	ebilyeu@pcc.edu; benjamin.buswell@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Gene Flores	gene.flores@pcc.edu

In order to determine which courses in your discipline are currently included on the General Education/Discipline Studies list, please reference the 2012-13 catalog (pg. 23-33) or PCC.edu/about/catalog

Original Course Prefix and Number	New Sequence Course Prefixes and Numbers	Original Course Title	New Sequence Course Titles
ART131	ART131A	Introduction to Drawing	Drawing I
	ART131B		Drawing I
	ART131C		Drawing I
ART140	ART140A	Digital Photography I	Digital Photography I
	ART140B		Digital Photography I
	ART140C		Digital Photography I
ART142	ART142A	Intro to B&W Photo (Darkroom)	Intro to B&W Photo (Darkroom)
	ART142B		Intro to B&W Photo (Darkroom)
	ART142C		Intro to B&W Photo (Darkroom)
ART143	ART143A	B&W Photo II (Darkroom)	B&W Photo II (Darkroom)
	ART143B		B&W Photo II (Darkroom)
	ART143C		B&W Photo II (Darkroom)

Original Course Prefix and Number	New Sequence Course Prefixes and Numbers	Original Course Title	New Sequence Course Titles
ART181	ART181A	Painting I	Painting I
	ART181B		Painting I
	ART181C		Painting I
ART231	ART231A	Drawing	Drawing II
	ART231B		Drawing II
	ART231C		Drawing II
ART237	ART237A	Life Drawing	Life Drawing
	ART237B		Life Drawing
	ART237C		Life Drawing
ART253	ART253A	Ceramics I	Ceramics I
	ART253B		Ceramics I
	ART253C		Ceramics I
ART256	ART256A	Ceramics II	Ceramics II
	ART256B		Ceramics II
	ART256C		Ceramics II
ART270	ART270A	Printmaking	Printmaking I
	ART270B		Printmaking I
	ART270C		Printmaking I
ART277	ART277A	Life Painting	Life Painting
	ART277B		Life Painting
	ART277C		Life Painting
ART279	ART279A	Experimental Media	Experimental Media
	ART279B		Experimental Media
	ART279C		Experimental Media
ART281	ART281A	Painting II	Painting II
	ART281B		Painting II
	ART281C		Painting II
ART284	ART284A	Watercolor I	Water Media I
	ART284B		Water Media I
	ART284C		Water Media I
ART287	ART287A	Watercolor II	Water Media II
	ART287B		Water Media II
	ART287C		Water Media II
ART290	ART290A	Sculpture: Plaster/Clay	Sculpture: Plaster/Clay
	ART290B		Sculpture: Plaster/Clay
	ART290C		Sculpture: Plaster/Clay
ART291	ART291A	Sculpture: Carving	Sculpture: Carving
	ART291B		Sculpture: Carving
	ART291C		Sculpture: Carving
ART292	ART292A	Sculpture: Mixed Media	Sculpture: Mixed Media
	ART292B		Sculpture: Mixed Media
	ART292C		Sculpture: Mixed Media

ART293	ART293A	Figure Sculpture	Figure Sculpture
	ART293B		Figure Sculpture
	ART293C		Figure Sculpture
ART294	ART294A	Sculpture: Metals	Sculpture: Metals
	ART294B		Sculpture: Metals
	ART294C		Sculpture: Metals

Save this document as the course prefix + ".

Send completed form electronically to curriculum@pcc.edu