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 MUS 191A – Class Guitar I - beginning Course Revision – Number, Des, Out Withdrawn at SAC Request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 MUS 191B – Class Guitar I New Course Withdrawn at SAC Request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 MUS 191C – Class Guitar I New Course Withdrawn at SAC Request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 MUS 192 – Class Guitar II Course Revision – Number, Des, Out Withdrawn at SAC Request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Withdrawn at SAC Request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 MUS 192C – Class Guitar II New Course Withdrawn at SAC Request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

New Course Lower Division Collegiate (LDC)

Conditions of the control of the con				
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		Yes	Course Nun	nber and Title
must have the same description and outcomes.		x No		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th		Default (Choose one)
A-F (letter grade)		х		Х
Pass/No pass		Х		
Audit in consultation with faculty		х		
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course Description: (field will expand as needed)	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 Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
x Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:	ement into:			
course prefix & number:				☐ pre/co
course prefix & number:				
course prefix & number:		☐ Prerequisite	Corequisite	☐ pre/co
None – please explain				

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

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

Section #2 Transferabiltiy	Section #2 Transferabiltiy		
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.			
1. Is there an equivalent lower division cou	•		
2. Will a department accept the course for	·		
3. Will the course be accepted as part of the	·		
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:	Completed <u>Transferability Status</u> form		
(minimum one, more preferred)	x E-mail correspondence with receiving institution		
Required for Gen Ed only	Other - provide evidence		
Identify comparables at Oregon schools			
Is General Education or Cultural	Yes – Submit the General Education form		
Diversity designation being sought at this time?	x No		
uns ume:			

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:		

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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 a	after approval	
	x Specify term AFTER the	e next available Fall 2013	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Boylow			
Section # 4 Department Review This proposal has be reviewed at the SAC level and approved for submission.			
SAC Chair (type name) Heidi Dyer		Heidi.diaz@pcc.edu	
•	on (type name)	Email	
SAC Administrative Liaison (type name) Gene Flores		Gene.flores@pcc.edu	
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with the pdf file to Curriculum – DC –		je. Please return the completed signature page	

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window		
\boxtimes	course number	
	title	
\boxtimes	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 <u>curriculum@pcc.edu</u>

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

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

not use the words. course and/or student. Include recommendations in the description.		
Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(include requisites)	
Develop a high level of artistic choral singing through directed rehearsal and performance of music for the smaller choir of mixed voicessoprano, 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	New learning outcomes
(required information for all course revisions)	
This course is primarily a music performance course. The majority of the course will be taught as a directed rehearsal	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.
A. Students will be able to learn choral parts aurally and through music reading	Use a beginning understanding of basic-level music literacy to prepare and rehearse basic repertory as a member of a small vocal ensemble.
B.Students will be able to execute musical directions of choir director and make appropriate notation in music score	Use a beginning understanding of rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a
C.Students will be able to accurately follow the conducting pattern of the director	small vocal ensemble during rehearsal.
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	
Reason Some of the current outcomes ar	e in-class activities. Revised to reflect what student will.

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
	•	es, corequisites and conc		
	NOT changing prerequisite	•		
	uisites - WR 115, RD 115 a	and MTH 20 or equivalen	t placement test s	scores
Placement into:		1	T	T
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
			. 10	
	for related instruction? Ple ted instruction templates.	ase confirm this by revie	wing	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and				j. Then this submit this
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 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				
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 12
John Mery (co-chair	John Mery (co-chair) jmery@pcc.edu 12/21/2012			12
SAC Administrati	ve Liaison (type name)	Email D		Date
Cheryl Scott		cscott@pcc.edu		
	s NOT to be used in lieu of the to Curriculum – DC – 4 th floor.		eturn the completed	signature

New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	MUSIC	Submitter	John Mery	
		name	971-722-47	59
		Phone	jmery@pcc.edu	
		# Credits:		
Course Prefix and Number:	MUS221b		1	
Course Title:	Chamber Chorus	Transcript Title	Chamber Chorus	
(60 characters max)		(30 characters max)		
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab:	
			Lab: 30	
If the course is	repeatable then provide a			
compelling argu	ıment.			
Is this course equivalent to another? If yes, they		Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
GRADE OPTIONS: Check as many or as few options as you'd like				
	nult grade option. What is the de			
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-
	details on grade options see the A			
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)			
	Pass/No pass			
Audit in consultation with faculty		\boxtimes		
	ence in the course description with			
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any				
	recommendations in the description. Please limit the description to 1-3 sentences. Course Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal			
Course Description:				
(field will expand as	A 1942			
needed)	needed)			

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

General Education/Discipline Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum				
☐ Standard Prerequisites - WR 115, RD 115 and MT	H 20 or equ	ivalent placement	test scores	
☐ Placement into: ☐ Placement into:				
course prefix & number: MUS221a		☐ 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 Use an advanced beginning understanding of musicianship and performance etiquette to Learning perform basic-level repertory to a public audience as a member of a small vocal Outcomes: (Use observable ensemble. and measurable verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: notation in music score. (from CCOG) Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports □ Class participation □ Score annotation □ Part singing tests Vocal Genres: Course

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Content: Themes, Concepts, Issues and Skills:	Performance Concepts and Practicum Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and
(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

nature of the course, though it will likely he	nature of the course, though it will likely not be eligible for Gen Eu 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	□ required or support for major			
Check all that apply	general education distribution requirement			
	□ general elective			
	other (provide details)			
Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form			
(minimum one, more preferred)	☐ E-mail correspondence with receiving institution			
Required for Gen Ed only	☐ Other - provide evidence			

Identify comparables at Oregon school	ols		
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the ☐ No	General Education form	
Section #3 Additional Information for r	new LDC courses		
How or where will the course	on campus		
be taught. Check all that apply	be taught. Check all that apply on-line (complete DL Modality form, obtain signature and submit) other (explain)		
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please 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 Depart	ments		
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 pa	rt 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 a	• •	
	Specify term AFTER		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.			
Section # 4 Department Review			
This proposal has be reviewed at the	SAC level and approved for	submission.	
SAC Chair (type name)		Email	

John Mery (co-chair)	<u>imery@pcc.edu</u>	
SAC Administrative Liaison (type name)	Email	
Cheryl Scott	cscott@pcc.edu	
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New Course Lower Division Collegiate (LDC)

Section #1 General Information				
Department:	MUSIC	Submitter	John Mery	
		name	971-722-47	59
		Phone	jmery@pcc.edu	
		# Credits:		
Course Prefix and Number:	MUS221c		1	
Course Title:	Chamber Chorus	Transcript Title	Chamber Chorus	
(60 characters max)		(30 characters max)		
Can this course	No	Contact hours:	Lecture:	
be repeated?		PER QUARTER	Lec/lab:	
			Lab: 30	
If the course is	repeatable then provide a			
compelling argu	ıment.			
Is this course equivalent to another? If yes, they		☐ Yes	Course Number and Title	
must have the same description and outcomes.		⊠ No		
GRADE OPTIONS: Check as many or as few options as you'd like				
	nult grade option. What is the de			
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-
	details on grade options see the A			
		Check all th	at apply	Default (Choose one)
	A-F (letter grade)		\boxtimes	
	Pass/No pass	\boxtimes		
Audit in consultation with faculty		\boxtimes		
	ence in the course description with			
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any				
	recommendations in the description. Please limit the description to 1-3 sentences. Course Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal			
Course Description:				
(field will expand as needed) performances. Audition required.				

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

General Education/Discipline	Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum					
☐ Standard Prerequisites - WR	R 115, RD 115 and MTI	H 20 or equ	ivalent placement	test scores	
☐ Placement into: ☐ Placement into:					
course prefix & number: MUS221b				☐ 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 Use a beginning intermediate understanding of musicianship and performance etiquette to Learning perform basic/intermediate-level repertory to a public audience as a member of a small Outcomes: (Use observable vocal ensemble. and measurable verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and Follow musical directions of chorus director during rehearsal and make appropriate design: notation in music score. (from CCOG) Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports □ Class participation □ Score annotation □ Part singing tests Vocal Genres: Course

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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
Reason for the new course	Musicianship & notation Dynamics, phrasing, articulation Conducting patterns 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

	flature of the course, thought it will likely not be eligible for Gen Eu 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	□ required or support for major	
	Check all that apply	general education distribution requirement	
		☐ general elective	
		other (provide details)	
	Provide evidence of transferability:	☐ Completed <u>Transferability Status</u> form	
(minimum one, more preferred) Required for Gen Ed only		☐ E-mail correspondence with receiving institution	
		Other - provide evidence	

Identify comparables at Oregon school	ols			
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the © No	☐ Yes – Submit the General Education form ☐ No		
Section #3 Additional Information for r	new LDC courses			
How or where will the course	on campus			
be taught. Check all that apply	☐ hybrid ☐ on-line (complete DL M☐ other (explain)	Modality form, obtain signature and submit)		
Is this course in a degree or certificate	e as required, an elective or	a prerequisite? Please provide details.		
Name of certificate(s):		# credits:		
Name of degree(s):		# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:				
Impact on other Programs and Depart	tments			
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Only the others that are particular of the other others that are particular of the other others that are particular of the other others of the other	rt 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 a	after approval		
	☐ Specify term AFTER	the next available		
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.				
Section # 4 Department Review				
This proposal has be reviewed at the SAC level and approved for submission.				
SAC Chair (type	e name)	Email		

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 – 4^{th} floor.	

New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department: MUSIC		Submitter	John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.	edu	
		# Credits:			
Course Prefix and Number:	MUS221d		1		
Course Title:	Chamber Chorus	Transcript Title	Chamber Chorus		
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30	Lab: 30	
If the course is	repeatable then provide a				
compelling argu	ıment.				
<u> </u>	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
GRADE OPTIONS: Check as many or as few options as you'd like					
	nult grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of			ce if you have questions 971-722-	
	details on grade options see the A				
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass		\boxtimes			
Audit in consultation with faculty		\boxtimes			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, or					
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any					
recommendations in the description. Please limit the description to 1-3 sentences. Course Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal					
Description: Provides the opportunity to sing in a small value of the control of					
(field will expand as	performances. Audition requir				
needed)					

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

General Education/Discipline	Studies Standard Pre	requisite A	pproval		
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 - Wi	☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Place	ment into:		
course prefix & number: MUS22	21c			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 Use an intermediate understanding of musicianship and performance etiquette to perform Learning Outcomes: intermediate-level repertory to a public audience as a member of a small vocal ensemble. (Use observable and measurable Use a n intermediate understanding of music literacy to prepare and rehearse verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and design: Follow musical directions of chorus director during rehearsal and make appropriate notation in music score. (from CCOG) Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports Class participation □ Score annotation □ Part singing tests Vocal Genres: Course Content:

	23
Themes, Concepts,	Performance Concepts and Practicum
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
	<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	☐ required or support for major		
Check all that apply General education distribution requirement			
general elective other (provide details)			
Provide evidence of transferability: Completed <u>Transferability Status</u> form			
ninimum one, more preferred) E-mail correspondence with receiving institution			
Required for Gen Ed only	Gen Ed only Other - provide evidence		
Identify comparables at Oregon schools			

Yes – Submit the General Education form

Is General Education or Cultural Diversity designation being sought at this time?	ersity designation being sought at No		
Section #3 Additional Information for i	new LDC courses		
How or where will the course be taught. Check all that apply	How or where will the course		
Is this course in a degree or certificate	e as required, an elective or a	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 Depart	tments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Only the others that are par	rt 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	0401		
This proposal has be reviewed at the			
SAC Chair (type	e 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 – 4^{th} floor.		

New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department: MUSIC		Submitter	John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.edu		
		# Credits:			
Course Prefix and Number:	MUS221e		1		
Course Title:	Chamber Chorus	Transcript Title	Chamber Chorus		
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	ıment.				
<u> </u>	uivalent to another? If yes, they	☐ Yes	Course Number and Title		
must have the same description and outcomes.		⊠ No			
GRADE OPTIONS: Check as many or as few options as you'd like					
	nult grade option. What is the de				
	for the CRN. Students who do not be assigned to the default grade of			a change in the dropdown menuce if you have questions 971-722-	
	details on grade options see the A				
		Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
Pass/No pass		\boxtimes			
Audit in consultation with faculty		\boxtimes			
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduc					
presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any					
recommendations in the description. Please limit the description to 1-3 sentences. Course Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal					
Description: Provides the opportunity to sing in a sma and performance. May include local, reginate the control of the control					
(field will expand as	performances. Audition requir				
needed)					

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

General Educati	on/Discipline	Studies Standard Pre	requisite A	Approval		
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum						
☐ Standard Pre	requisites - WF	R 115, RD 115 and MTI	H 20 or equ	ivalent placement	test scores	
☐ Placement into: ☐ Placement into:						
course prefix & number: MUS221d						
course prefix & number:						
course prefix & number: Prerequisite Corequisite pre/co				☐ 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	Use a interm	ediate advanced und	derstandin	g of musicianship	and performance	e etiquette to

worker, family n	nember, community citizen, global citizen or lifelong learners). Three to six outcomes are See course outcomes guidelines on the curriculum website for more guidance on writing.
Learning Outcomes: (Use observable and measurable	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.
verbs)	Use an understanding of music literacy to prepare and rehearse intermediate/advanced repertory as a member of a small vocal ensemble.
Course	Learn and rehearse choral part both aurally and through printed music notation.
activities and design: (from CCOG)	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	Attendance
assessment strategies:	Recital/performance participation
Strategies.	Concert reports □
	Class participation ☐
	Score annotation □
	Part singing tests
Content	Vocal Genres:
Content: Themes, Concepts,	Performance Concepts and Practicum
Issues and	Historical styles: Renaissance, Baroque, Classical, Romantic, Modern, Multicultural and

Skills:	non-Western works
(from CCOG)	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.

material of the obtained, through it in mittery in	or we englishe to: each in a change.
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 <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at	☐ Yes – Submit the General Education form☒ No

Section #3 Additional Information for new LDC courses					
How or where will the course on campus					
be taught. Check all that apply	hybrid on-line (complete DL Modality form, obtain signature and submit)				
	other (explain)	lodality lottii, obtain signa	iture and Submit)		
Is this course in a degree or certificate	Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.				
Name of certificate(s):			# credits:		
Name of degree(s):			# credits:		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	Only the others that are part of the expansion. Consider the expansion of				
	T				
Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.					
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.				
Implementation term:	Next available term a	after approval			
Specify term AFTER the next available					
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.					
Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for			nail		
SAC Chair (type name) John Mery (co-chair)		imery@pcc.edu	IGII		
SAC Administrative Liais	son (type name)		nail		
Cheryl Scott		cscott@pcc.edu			
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with the pdf file to Curriculum – DC – 4th floor.

New Course Lower Division Collegiate (LDC)

Section #1 General Information					
Department:	artment: MUSIC		John Mery		
		name	971-722-47	59	
		Phone	jmery@pcc.	edu	
		# Credits:			
Course Prefix and Number:			1		
Course Title:	Chamber Chorus	Transcript Title	Chamber C	Chorus	
(60 characters max)		(30 characters max)			
Can this course	No	Contact hours:	Lecture:		
be repeated?		PER QUARTER	Lec/lab:		
			Lab: 30		
If the course is	repeatable then provide a				
compelling argu	iment.				
le this course equivalent to enother? If you they		☐ Yes	Course Number and Title		
Is this course equivalent to another? If yes, they must have the same description and outcomes.		□ Te3 ⊠ No	Course Number and Thic		
	NS: Check as many or as few option				
Choose the defa dropdown menu t will automatically	ault grade option. What is the defor the CRN. Students who do not	fault grade? This vertical that the factor of the factor o	do not make urriculum Offic	a change in the dropdown menuce if you have questions 971-722-	
	<u> </u>	Check all th		Default (Choose one)	
	A-F (letter grade)			\boxtimes	
Pass/No pass					
Audit in consultation with faculty		\boxtimes			
presents, continu	ence in the course description with es, promotes, and improves. Do it is in the description. Please limit the	not use the words:	"course" or "	students". Include any	
Course	Provides the opportunity to sing in a small vocal ensemble. Includes directed rehearsal				
Description:	and performance. May include local, regional and/or other off-campus public			off-campus public	
(field will expand as needed)	performances. Audition required.				

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

General Education/Discipline Studies Standard Pre	requisite A	Approval			
If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum					
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into: ☐ Placement into:					
course prefix & number: MUS221e			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 Use an advanced understanding of musicianship and performance etiquette to perform Learning advanced-level repertory to a public audience as a member of a small vocal ensemble. Outcomes: (Use observable and measurable Use an advanced understanding of music literacy to prepare and rehearse advanced verbs) 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. Learn and rehearse choral part both aurally and through printed music notation. Course activities and design: Follow musical directions of chorus director during rehearsal and make appropriate (from CCOG) notation in music score. Sectional and group rehearsal. Public performance as chamber chorus and/or small ensembles (duos, trios etc.). Outcomes Attendance assessment Recital/performance participation strategies: Concert reports □ Class participation □ Score annotation □ Part singing tests Vocal Genres: Course Content: Performance Concepts and Practicum Themes.

	33
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
	<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.

nature of the course, thought the will likely hot be eligible for Cen La 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		
опеск ан тат арргу	 □ general elective □ other (provide details) 		
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence 		
Identify comparables at Oregon schools			
Is General Education or Cultural	☐ Yes – Submit the General Education form		

Diversity designation being sought at this time?	⊠ No				
<u> </u>					
Section #3 Additional Information for	new LDC courses				
How or where will the course be taught. Check all that apply		ture and submit)			
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	ovide details.			
Name of certificate(s):		# credits:			
Name of degree(s):		# credits:			
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:					
Impact on other Programs and Depar	tments				
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	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					

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 $Curriculum - DC - 4^{th}$ floor.

Course Revision

Section #1 General Information				
Department	Communication Studies	Submitter name	Patricia Semura	
		Phone	971.722.5214	
		Email	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)

Upon successful completion, student should be able to:

- 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.
- Continue to use learned speech tools, such as Standard American Speech, in order to continue to build communication competence and mutual understanding.

New learning outcomes

Upon successful completion, student should be able to:

- Use learned skills in phonetics and voice variation to improve effective speech for teachers, radio/television speakers, and those seeking additional support in speaking.
- 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 Co	requisite pre/con				
prefix & number:		requisite pre/con				
Proposed prerequisites If you are NOT changing prerequisite	s, corequisites and concurrent	G in this area				
X Standard prerequisites - WR 115, RD 115						
☐ Placement into:						
prefix & number:						
prefix & number:	☐ Prerequisite ☐ Co	requisite pre/con				
_						
Is this course used for related instruction? Pleather inventory of related instruction templates.	ase confirm this by reviewing	☐ yes ☐ no				
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?						
Please provide details, who was contacted and the resolution.						
☐ Yes X☐ No						
Implementation X Next available term						
<u> </u>	R the next available term)					
Allow 4-6 months to complete the approval production for approval for details. www.pcc.edu/curriculus		se. See the timeline				
Section # 2 Department Review						
This proposal has been reviewed at the SAC le	vel and approved for submissio	n				
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 – 4^{th} floor.						

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	cumediam spec.caa
description (include requisites)	
prerequisites and co-requisites	
Grade option change	

Section #1 G	eneral Information		
Department	Computer Applications/Office	Submitter name	Diane Shingledecker
	Systems	Phone	971-722-4099
		Email	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)

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

	. 12				
permission. <i>F</i>	Audit available.				
Reason for change					
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
Cur	rent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)			_	
Office progra documents. 2. Use Micros personal and current profes 3. Pursue fut more of the p 4. Apply skills computer har Internet in the coursework a	when to use each of the Microsoft ms to create professional business soft Office programs to create for business documents following sional and/or industry standards. The courses specializing in one or programs. The sand concepts for basic use of redware, software, networks, and the eleworkplace and in future as identified by the internationally ernet and Computing Core (IC3)	Use computer and word processing software to quickly and accurately produce business documents following current professional and/or industry standards.			ollowing
Reason for change Another CAS class's outcomes were approved by mistake last time this went before the committee.					before the
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 prerequisite	s, core	quisites and cond	current	
lf	you are NOT changing prerequisi	•	•		ea
Standard	d prerequisites - WR 115, RD 115	and MT	TH 20 or equivalen	t placement test s	cores
☐ Placeme	nt into:				
prefix & nun	nber:		Prerequisite	☐ Corequisite	☐ pre/con
prefix & nun	nber:		Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisit	es, core	equisites and conc	urrent	
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	Со	requisite	☐ pre/con	
prefix & number:		Prerequisite	Со	requisite	☐ pre/con	
	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
			_			
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or can this course for their program or as a prere	npuses	, such as academ	ic prog	rams that		
Please provide details, who was contacted an	nd the r	esolution.				
☐ Yes ☑ No						
1	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	dshir	ngle@pcc.edu		2/11/201	3	
SAC Administrative Liaison (type name)		Email		Γ	Date	
Julie Kopet	jkope	et@pcc.edu		2/11/201	3	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.						

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	cumediam spec.caa
description (include requisites)	
prerequisites and co-requisites	
Grade option change	

Section #1 G	eneral 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)

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						
	1					
LEARNING OUTCOMES: Describe what 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.						
Cu	Current learning outcomes New learning outcomes					
(requir	red information for all course revisions)					
None.		1. S	uccessfully meet	t work goals an	d	
		0	bjectives created	d with supervis	or.	
		2. P	erform tasks rela	ative to an entr	y-level	
		a	dministrative as	sistant office po	osition	
		u	tilizing acquired	classroom skill	S.	
		3. C	ommunicate eff	ectively with as	sociated	
			o-workers, supe	•		
			- Workers, supe	. 113013, arra sta		
Reason	Need to add outcomes to this CC	OG.				
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 prerequisite	s, core	quisites and cond	current		
If	f you are NOT changing prerequis	ites or o	co-requisites DO N	OTHING in this ar	ea	
Standar	d prerequisites - WR 115, RD 115	and M	TH 20 or equivalen	t placement test s	cores	
☐ Placeme	ent into: .					
prefix & nui	mber:		Prerequisite	☐ Corequisite	☐ pre/con	
prefix & nui	mber:		Prerequisite	☐ Corequisite	pre/con	
I	Proposed prerequising f you are NOT changing prerequis		•		ea	
	d prerequisites - WR 115, RD 115		•			
<u> </u>	ent into:		·	-		
prefix & nui	mber:		☐ Prerequisite	☐ Corequisite	pre/con	
prefix & nui	mber:		Prerequisite	☐ Corequisite	pre/con	

	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.						
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?						
Please provide de	tails, who was contacted and	d the resolution.				
☐ Yes ⊠ No						
Implementation Next available term after approval						
term	• • • • • • • • • • • • • • • • • • • •					
		ocess before scheduling the coul	rse. See the timeline			
Section # 2 Depar	tment Review					
This proposal has	been reviewed at the SAC I	evel and approved for submissio	n			
SAC CH	nair (type name)	Email	Date			
Diane Shingledeck	Diane Shingledecker dshingle@pcc.edu 2/11/2013					
SAC Administra	ative Liaison (type name)	Email	Date			
Julie Kopet		jkopet@pcc.edu	2/11/2013			
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Course Revision

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

Section #1 G	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)

Supplements the work experience portion of cooperative education and the student's oncampus 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 in	nstructor permission required.					
Reason for change						
worker, fam are recomm	OUTCOMES: Describe what the nily member, community citizen, glanended. See the course outcomes writing good outcomes.	obal (citiz	en or lifelong lear	ners), One to six	outcomes
Cu	rrent learning outcomes			New lear	ning outcomes	
	ed information for all course revisions)	New learning outcomes				
None.		1.		epare relevant, aterials.	current job sea	arch
		 Think critically to evaluate and modify thinking and/or behavior to be an effective and efficient employee. 				
		3.	pr	tegrate classroc ofessional expe ccess as an emp	rience to enha	
Reason for change	Need to add outcomes to this CC	OG.				
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 prerequisite	s, co	req	uisites and cond	urrent	
If	you are NOT changing prerequisi	•		-		ea
	d prerequisites - WR 115, RD 115					
☐ Placeme	ent into: .					
prefix & nur	nber:			Prerequisite	☐ Corequisite	pre/con
prefix & nur	mber:			☐ Prerequisite	☐ Corequisite	pre/con
If	Proposed prerequisit you are NOT changing prerequisi			•		ea
	d prerequisites - WR 115, RD 115			-		
	· · · · · · · · · · · · · · · · · · ·			•	-	

Placement into:		
prefix & number:	☐ Prerequisite ☐	Corequisite pre/con
prefix & number:	☐ Prerequisite ☐	Corequisite pre/con
		-
Is this course used for related instruction? Ple the inventory of <u>related instruction templates</u> .	ease confirm this by reviewin	g
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.		
that may impact other departments or camp this course for their program or as a prerect	puses, such as academic p	programs that require
Please provide details, who was contacted and	d the resolution.	
☐ Yes ☑ No		
nplementation 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		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 – $DC - 4^{th}$ floor.		

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	Save this document as number Send completed form
☐ title ☐ description (include requisites)	curriculum@pcc.e
☐ outcomes☐ prerequisites and co-requisites☐ Grade option change	

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Section #1 G	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			

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

specimens. 100 or CH	of representative vertebrate Prerequisites: BI 112 and (CH I04). Department permission udit 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	New learning outcomes
(required information for all course revisions)	
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 wellbeing.	
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		☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104		☐ Corequisite	☐ pre/con
Proposed prerequisites, on the life you are NOT changing prerequisites of the life you are the li	•		rea
Standard prerequisites - WR 115, RD 115 and	•		
Placement into: .			
prefix & number: Bl 112 or Bl 211 and 212		☐ Corequisite	☐ pre/con
prefix & number: CHEM 151 or 104 or higher		☐ Corequisite	pre/con
Is this course used for related instruction? Please reviewing the inventory of related instruction temp	<u> </u>	□ yes ⊠ no	
If yes. Then check to see if the hours of student le template to reflect the revision. This may require comprehensive related instruction website to for in	a related instruction co	urriculum revision	
IMPACT ON OTHER DEPARTMENTS AND CAN that may impact other departments or campus this course for their program or as a prerequis	ses, such as academi	ic programs that	
Please provide details, who was contacted and th	e resolution.		
☐ Yes ☑ No			
Next available term after approval			
term 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 joy	yce.kaplan@pcc.edu	03/05/20	13
SAC Administrative Liaison	Email		Date
Betsy Julian be	etsy.julian@pcc.edu	03/05/20	13
<u> </u>		•	

Course Revision

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completed form electron rriculum@pcc.edu
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ically to

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			

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

specimens. 100 or CH 1	of representative vertebrate Prerequisites: BI 112 and (CH 04). Department permission udit 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.

	rrent learning outcomes	New learning outcomes
(requir	ed information for all course revisions)	
zoo professi anatomical	communicate within a team of ionals regarding the and physiological conditions es being managed.	
related to sprespiratory, reproductive order to info best practice. Skillfully mo being using	aluate published research pecial senses, circulatory, digestive, urinary, e, and endocrine systems, in arm and continuously improve es in animal management. nitor animal health and well-an understanding of their d physiology.	
the public w	owledgeably and educate hen questioned regarding omy, physiology, and well-	
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				
prefix & number: CHEM 100 or 104		☐ Corequisite	☐ pre/con	
Proposed prerequisite If you are NOT changing prerequisit	es, corequisites and conc es or co-requisites DO N		rea	
Standard prerequisites - WR 115, RD 115	<u> </u>			
☐ Placement into:				
prefix & number: BMZA 105		☐ Corequisite	☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con	
	'		•	
Is this course used for related instruction? Ple reviewing the inventory of related instruction to	,	□ yes ⊠ no		
If yes. Then check to see if the hours of studer template to reflect the revision. This may requ comprehensive related instruction website to fe	ire a related instruction of	curriculum revision		
<u> </u>				
IMPACT ON OTHER DEPARTMENTS AND O that may impact other departments or camp this course for their program or as a prered	puses, such as academ	nic programs that	•	
Please provide details, who was contacted and the resolution.				
☐ Yes No				
Implementation				
term 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	03/05/20	13	
SAC Administrative Liaison	Email]	Date	
Betsy Julian	betsy.julian@pcc.edu	03/05/20	13	

Course Revision

MIL (I O	
What do you want to change? Check all that apply- double click on the	Save this document a
check box which opens the task window	number
course number	Send completed form curriculum@pcc.e
☐ title	<u>carricularit e pec.e</u>
☐ outcomes	
prerequisites and co-requisites	
Grade option change	

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electronically to <u>edu</u>

Section #1 G	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				

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

taxa. Prereq	and nutrient requirements across erequisites: MTH 65 and (CH 100 or partment permission required. Audit available.			nent	
Reason for change	eason CH 100 course content has been changed and is no longer adequate course			e	
worker, fami are recomm	OUTCOMES: Describe what the sily member, community citizen, gluended See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), Three to s	ix outcomes
	rent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)				
desirable nut desirable we using scientif	t that provides all essential and trients to ensure longevity, ight, and well-being in captivity fic nutritional literature based ecies, age, sex and health of an				
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 educates to set the RD, WR and/or MTH p	quivalen	t placement test sco	res	
	Current prerequisite	s, core	quisites and cond	current	
	you are NOT changing prerequisi				
Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:					
prefix & number: MTH 65			pre/con		
prefix & number: CHEM 100 or 104			☐ 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			pre/con		
prefix & num	nber: CHEM 151 or 104 or higher				pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.					
template to reflect	the revision. This may requ	nt learning should be amended ire a related instruction curricul or information and guidance.			
that may impact of	other departments or camp	CAMPUSES – are there chang puses, such as academic pro puisite for courses or progran	grams that require		
Please provide det	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation Next available term after approval					
term		ER 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			Date		
Joyce Kaplan joyce.kaplan@pcc.edu 03/05/2013					
SAC Administrative Liaison Email Date			Date		

betsy.julian@pcc.edu

Betsy Julian

03/05/2013

Course Revision

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

the course prefix and

electronically to <u>du</u>

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			

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

		58		
Reason for change	3			
worker, fam are recomm	LEARNING OUTCOMES: Describe what 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.			
Cur	rent learning outcomes	New learning outcomes		
(require	ed information for all course revisions)			
and troubles Systems(LS	ffectively operate, maintain, hoot the Life Support S) that provides biological, id/or mechanical filtration in g.			
quality monit the specific r	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.				
1 1 1 1 1 1 1	Current prerequisites, corequisites and concurrent			
If	If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:				

□ Prerequisite

Proposed prerequisites, corequisites and concurrent

prefix & number: MTH 65

prefix & number: CHEM 100 or 104

pre/con

pre/con

 $\hfill \Box$ Corequisite

☐ Corequisite

If you are NOT changing prerequisit	es or co-requisite	es DO NOTHIN	I G in this ar	·ea
Standard prerequisites - WR 115, RD 115	and MTH 20 or e	quivalent place	ment test s	cores
☐ Placement into:				
prefix & number: MTH 65	⊠ Prere	quisite C	orequisite	☐ pre/con
prefix & number: CHEM 151 or 104 or higher	⊠ Prere	quisite C	orequisite	☐ pre/con
	1	-		
Is this course used for related instruction? Ple reviewing the inventory of related instruction to		by 🔲	yes no	
If yes. Then check to see if the hours of student template to reflect the revision. This may require comprehensive related instruction website to f	ire a related inst	ruction curricul		
IMPACT ON OTHER DEPARTMENTS AND (that may impact other departments or cam this course for their program or as a prerec	puses, such as	academic pro	grams that	
Please provide details, who was contacted an	d 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	Em			Date
Joyce Kaplan	joyce.kaplan@r	occ.edu	03/05/20	13
SAC Administrative Liaison	Em	ail		Date
Betsy Julian betsy.julian@pcc.edu 03/05/2013				

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	Save this document as the number Send completed form electorical completed
	•
prerequisites and co-requisites Grade option change	

ne course prefix and

ectronically to

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	Proposed Description	
(required information for all course revisions. Include requisites)	(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, problemsolving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. Recommended:	

developmer Computer L	dimentary software at skills. Recommended: iteracy (such as completion of acement at MTH 65 and RD vailable.	Computer Literacy (such as completion of CIS 120); placement at MTH 65 and RD 115. 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		New learning outcomes
(requi	red information for all course revisions)	
should be a to: Identify ca science and from related Develop a and design Use a var strategies, computer h Use an ur computatio when ident Apply ethi privacy, pro to work in t Analyze d techniques records and	areer opportunities in computer d distinguish computer science d disciplines. and analyze simple algorithms, code, and test a program. iety of problem-solving and be aware of the operation of ardware. Inderstanding of the underlying nal limitations of computers ifying solutions. Inderstanding of issues of offessional integrity, and service	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		ld 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 prerequisi	ites, corequisites and concu	rrent	
If you are NOT changing prerequis	sites or co-requisites DO NC	THING 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? P the inventory of related instruction templates	•	v <mark>ing □ yes</mark> □ no	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and			
guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes ☑ No			
Implementation 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@po	cc.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 – $DC - 4^{th}$ floor.			

Course Revision

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

Section #1 General Information			
Department	Computer Science	Submitter name Phone	Walter Morales x7604
		Email	
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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Introduces the concepts of computer Introduces the concepts of computer science. Explores science. Explores problem solving, problem solving, algorithm and program design, data algorithm and program design, data types, types, loops, control structures, subprograms, and loops, control structures, subprograms, and arrays. Introduces writing programs in a high level arrays. Introduces writing programs in a programming language. Surveys current social and ethical aspects of computer science. Recommended: high level programming language. Surveys

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.

guidance on writing good	d outcomes.	
Current learning	g outcomes	New learning outcomes
(required informatio revision		
On completion of this conshould be able to: § Follow the software de (requirements analysis, or implementation, and test development of small programs. § Use an understanding differences in user popul software design requirements design effective software practices and good software good software good software good software good software practices and good softwar	velopment process design, e) in the of cultural lations and global ments in order to e. engineering vare design, always eering Code of Association for ACM). user interfaces for esign systems with maximal efficient and translate to tures in an e. e development compilers, editors,	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	o 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			
Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
Proposed prerequisi If you are NOT changing prerequis	ites, corequisites and cond sites or co-requisites DO N		
Standard prerequisites - WR 115, RD 115			
Placement into:	·		
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
prefix & number:	☐ Prerequisite	☐ Corequisite ☐ pre/con	
	<u> </u>		
Is this course used for related instruction? P the inventory of related instruction templates		wing yes no	
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.			
IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?			
Please provide details, who was contacted and the resolution.			
☐ Yes ☑ No			
Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation Implementation term Implementation Implementation			
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)	Fmail	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 – $DC - 4^{th}$ floor.		

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	Name	E-mail Address	
This Request	Elizabeth Bilyeu	ebilyeu@pcc.edu	
	Name	E-mail Address	
SAC Chair	Elizabeth Bilyeu, Ben Buswell	<u>ebilyeu@pcc.edu;</u>	
	Elizabetti Bilyeu, Beli Busweli	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 ART131B ART131C	Introduction to Drawing	Drawing I Drawing I Drawing I
ART140	ART140A ART140B ART140C	Digital Photography I	Digital Photography I Digital Photography I Digital Photography I
ART142	ART142A ART142B ART142C	Intro to B&W Photo (Darkroom)	Intro to B&W Photo (Darkroom) Intro to B&W Photo (Darkroom) Intro to B&W Photo (Darkroom)
ART143	ART143A ART143B ART143C	B&W Photo II (Darkroom)	B&W Photo II (Darkroom) B&W Photo II (Darkroom) B&W Photo II (Darkroom)

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