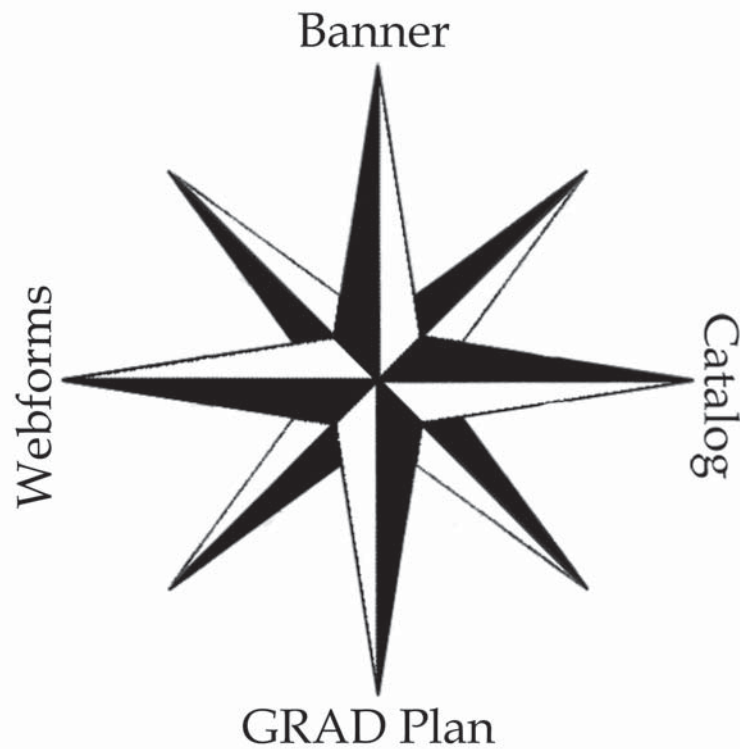


CURRICULUM HANDBOOK



Curriculum Support Services

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About the Curriculum Office

Whether you are developing a new course or revising a degree or certificate, the Curriculum Office offers a variety of resources to help!

Faculty Support

Our mission is to assist PCC faculty as they develop and revise curriculum, degrees and certificates. Please contact us early in the development process so that we can provide assistance. We can assist you over the phone, in person, or via email consultations.

Committee Support

We collaborate with the Degree and Certificate Committee and the Curriculum Committee by providing administrative support for their work. Look at each committee's site for information about committee members, meetings, agendas and minutes.

Curriculum Website

We regularly update the website, www.pcc.edu/curriculum; it is abundant with resources relating to PCC curriculum. This is where you will find the most current and complete information available. Forms and details about processes as well as links for degree and certificate outcomes, related instruction, eligible training provider application, state resources and much more are posted on the website. Contact the office if you need assistance navigating the website.

“Changing a college curriculum is like moving a graveyard – you never know how many friends the dead have until you try to move them!”

*~ Woodrow Wilson,
when serving as President of Princeton University (1902-1910)*

Course Development Introduction

The Curriculum Office is available to guide faculty through the process of creating or revising a course. We can assist you over the phone, in person, or via email. Please contact us early in the curriculum development process.

Commonly Asked Questions

How long will it take?

For a new course, anticipate a minimum of four months and/or three terms before a course is available to be scheduled and students enrolled. For changes to an existing course, the revisions take three to four months before the changes will be activated. To view upcoming submission deadlines for course requests, or if you have already submitted your application and are wondering when the change will be implemented, view the timeline for course requests submissions in the timelines section.

New or Revised?

Reasons for developing a new course or revising an existing course are similar and include:

- Results of a program/discipline review
- Advisory committee recommendation
- Course modifications in an existing degree/certificate
- Course inclusion in a new degree/certificate
- Modifications in an existing degree/certificate
- Inclusion in a new degree/certificate
- Inclusion of PCC's Core Learning Outcomes

What are the choices as far as types of courses?

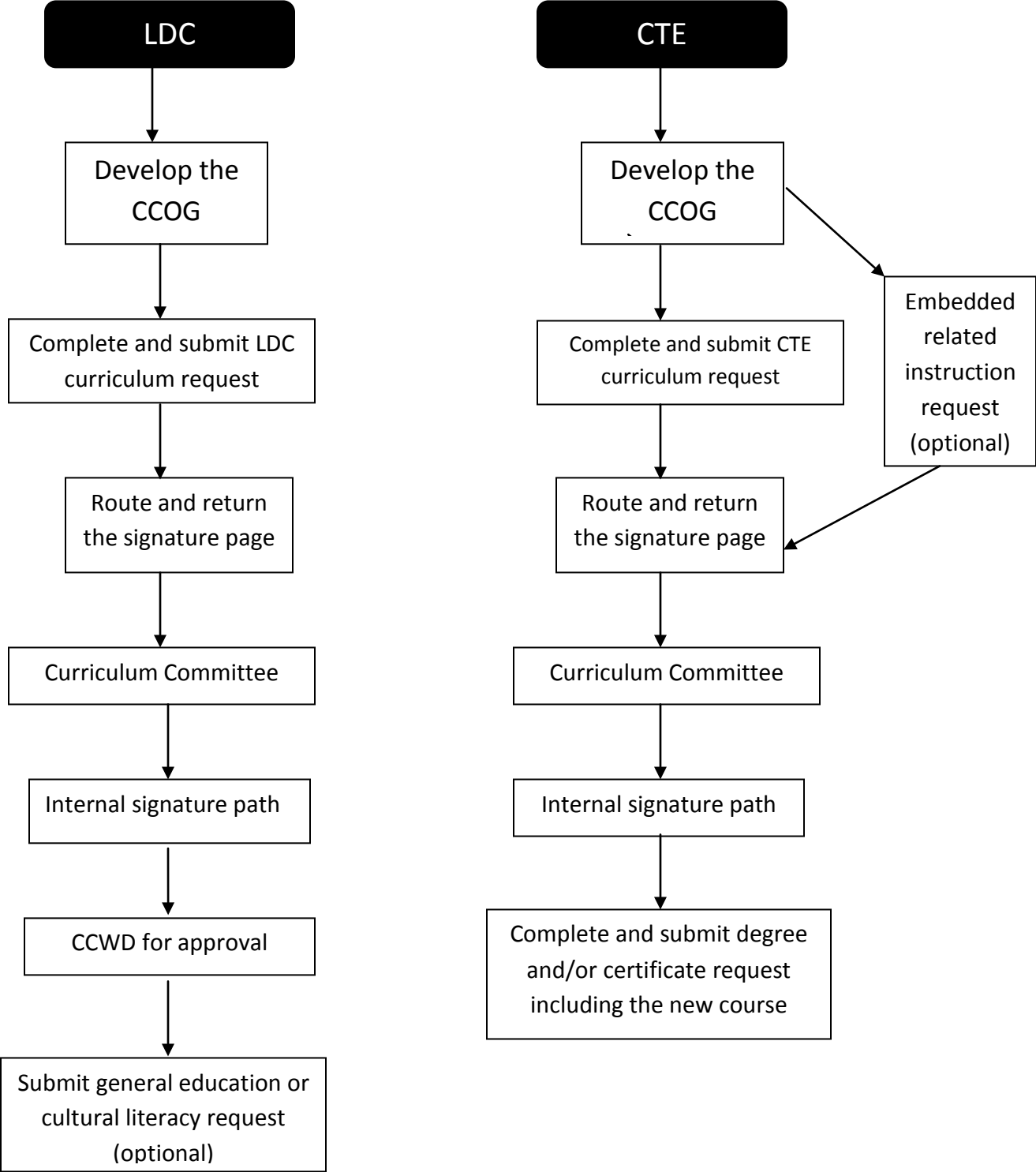
LDC Course: Courses intended to be used toward a degree transfer, general education and/or cultural literacy designation.

CTE Course: Courses intended to apply directly to a career technical degree or certificate. All CTE courses must be attached to a degree or certificate.

Experimental Course: Course intended to introduce new material on a trial basis (two times only in a 15 month period).

Stand-alone Occupational Preparatory Course: Course not a part of a degree or certificate; they may be credit or non-credit.

New Course Approval Flowchart



Developing a New Course Process Overview

A designated faculty member, usually the SAC Chair, is responsible for guiding the new course through the PCC approval process. The review and approval process for new courses is approximately four months if no delays are encountered. View the timeline for course requests submissions in the timelines section. The process follows these steps:

1. The CCOG is developed at the SAC level
2. SAC chair downloads and completes appropriate forms from Curriculum Office webpage.
3. SAC chair routes the signature page and returns it to the Curriculum Office when completed.
4. The course request is placed on the agenda of the next Curriculum Committee meeting. A faculty member representing the course attends the meeting to address questions. After the committee makes a recommendation, then the request is routed for approval to the Dean of Instruction, Campus President, and VP of Academic and Student Affairs.
5. LDC courses are sent to the State for approval. CTE courses skip this step and move directly to step #6.
6. Once approved by the State, the Curriculum Office enters the course into Banner, publishes the CCOG, and facilitates the course appearance in the next catalog. The SAC activates the course and designates location in printed schedule.

Helpful Hint:

Confused on where to begin? Never fear! The Curriculum Office has an array of specialists just waiting to help you get started! Call, email or come in for assistance.

Step 1: CCOG Development

What is a CCOG?

The Course Content and Outcomes Guide (CCOG) is a guide for faculty that expresses all of the elements that are deemed critical to the “identity” of the course. Although meant as a guide for faculty, the CCOGs are public, and are often used by students or by colleagues inside or outside the college. To learn about CCOGs and their development, PCC has developed the following resource pages. These pages can be accessed by visiting our website at:

<http://www.pcc.edu/resources/academic/eac/curriculum/course-development/new/ccog.html>

- For a full explanation of CCOGs, visit PCC's Course Content and Outcomes Guide page.
- To see CCOGs for existing courses, view the CCOG inventory.
- To develop a CCOG for a new course, start with the CCOG Template.
- Comprehensive CCOG information, see CCOG Help.
- Guidelines for writing outcome statements are available on the Curriculum website.

Step 2: Complete Forms

Once you have developed the CCOG, fill out the appropriate course request form save as course prefix and number and send as an email attachment to curriculum@pcc.edu.

New LDC Course Form: Intended to be used toward a degree transfer, general education and/or cultural literacy designation.

New CTE Course Form: Courses intended to apply directly to a career technical degree or certificate. All CTE course must be attached to a degree or certificate.

Experimental Course Form: Course intended to introduce new material on a trial basis (two times only in a 15 month period).

Stand-alone Course: Course not a part of a degree or certificate; they may be credit or non-credit. Review the stand-alone course section of the handbook.

Student Learning Outcomes

On the forms, you will be asked to describe the Student Learning Outcomes for your course. In general, a course should be described in three to six outcomes statements. Some important points about outcome statements are:

- Some courses, particularly in career technical areas, may have more than six, but care should be taken to distinguish outcomes from a large set of skills or competencies.
- Skills and competencies can be mastered by repetition; outcomes are more complex, and speak to the aggregate of skills mastered, concepts understood, and knowledge acquired.
- Two courses will not have identical sets of outcomes, unless cross listed.
- Courses may share outcomes, but some should be unique to each course, such as in expressing differences in content or level.
- The context “out there” for the outcome may be another course for which this course is a prerequisite, should not be the only outcome for a course.



Step 3: Gathering Signatures

After submitting the correct forms to the Curriculum Office, the submitting faculty will receive an email with these attachments:

- PDF version of the request
- Accompanying signature page
- Cost impact form

Complete the cost impact form and signature page, and return all documents via intercampus mail.

The Curriculum Specialist will then review the new course. If everything is complete and signature pages received, the request will be placed on the next available agenda for a Curriculum Committee meeting (see committee meeting schedule). If there are questions about the submission, the faculty will be contacted. The submitting faculty will receive an email from the Curriculum Office confirming inclusion on the agenda

Step 4: Committee Review

The Curriculum Committee, represented by CTE and LDC faculty, reviews each course submission. They look for consistency in language for the course descriptions, requisites, contact/credit hour and student learning outcomes. They are available for consultation regarding questions about the process.

A faculty member representing the course needs to attend the meeting to address any questions raised by the Committee. After the meeting, the Curriculum Office will post the minutes of the meeting online. The minutes will include committee recommended changes to the original submission.

When courses go before the committee, they may be:

- Approved
- Approved as Amended
- Postponed
- Withdrawn by SAC Request

Approved and Approved as Amended Courses

Approved and approved as amended courses move forward in the review process. The Curriculum Committee Chair signs the signature pages and the courses will then be reviewed and approved by the Dean of Instruction, Campus President, and the Vice President for Academic and Student Affairs. This process takes approximately one month from the date of the Curriculum Committee meeting. Should any of the reviewers have questions about the course, the review process may take more than the anticipated four months.

Postponed Courses

Postponed courses typically must go back to the department or SAC for a revision or clarification. Postponed courses are automatically included in the agenda for the next Curriculum Committee meeting. As the postponed course is old business, it will be placed at the beginning of the meeting agenda.

Withdrawn Courses

Courses are removed from the review process when they are withdrawn at the SAC's request.

Step 5: State Approval

Once approved by the the Curriculum Committee, Dean of Instruction, Campus President, and VP of Academic and Student Affairs, all courses need to be approved by the State through the office of Community College and Workforce Development (CCWD) Education Specialist.

Lower Division Transfer Courses (LDC)

LDC courses must be reviewed and approved by CCWD before they can be scheduled or listed in the catalog. Submitting faculty will be informed when the course is approved.

Career Technical Education Courses (CTE)

CTE courses must be attached to an approved degree or certificate. The course will receive concomitant approval with the degree or certificate by CCWD. Submitting faculty will be informed when the course and degree or certificate has been approved.

Stand-alone Occupational Preparatory Courses

Occupational Preparatory courses must be approved by the CCWD Education Specialist before the course can be offered. Submitting faculty will be informed when the course is approved.

Occupational Supplemental Courses (CEU)

CEU courses do not require state approval prior to scheduling the course.

Adult Continuing Education Courses (ACE)

ACE courses must be approved by the CCWD Education Specialist before the course can be offered.

Step 6: Course is Published and Activated

Activation of new Career Technical Education (CTE) and Lower Division Transfer (LDC) are similar. Following the internal and state review and approval process:

- Curriculum Office enters the course into Banner
- Curriculum Office publishes CCOG online
- New courses published in the next catalog

The SAC will be notified when the course has completed the entire process. At that point, the SAC may then activate, schedule and advertise the course, and update the CCOG with the online CCOG management tool. To activate the course and designate its location in the printed schedule, campus based SACs need to contact their department admin support, and district level SACs need to contact Leslie Hackett.

Helpful Hint:

For a new course, anticipate a minimum of four months and/or three terms before a course is available to be scheduled and students enrolled.

New LDC Course Development Form Instructions

Complete the CCOG. Most of the information requested on the form will be found in the CCOG.

Open the New LDC Course Form and save as the course prefix and number.

Complete the form entering data in every field where applicable. If you do not have a response to the question, please place NA in the box.

Once the form is completed submit it via email it to curriculum@pcc.edu. The submission will be reviewed, saved as a PDF file and will be emailed back to the submitter with the signature page.

A detailed schedule of submission dates can found in the timelines section of the handbook.

Details about how to respond to **section #1** can be found on the CCOG guide at

<http://www.pcc.edu/resources/academic/ccog/ccog-help.html#1>

Description: Begin with an active verb, and use active verbs throughout as needed. Do not use the phrases *This course will . . .* and/or *Students will . . .*. Include SAC approved recommendations in the description section.

Contact Hours	
LECTURE	1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
LEC/LAB	1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
LAB	1 credit of lab or cooperative ed meets 3 hrs/wk, with min outside study, for 10 wks = 30 hr

Grading option: You must make two choices. You can choose one, two or all three options for the class, and you must choose a default grade. The student will choose their preferred option at registration. Often students do not choose an option, so it is up to the SAC to determine the default grade option.

Repeatability: Generally Cooperative Education, Art and PE are the only courses that have this status.

Course fee: Do not include typical PCC fees. This area is for special course specific fees ONLY.

Sections #2, 3, and 4 are self explanatory

If you have questions and/or concerns when completing the form please contact
Stacey Timmins Curriculum Specialist, 971-722-7813 or
Sally Earll, Curriculum Coordinator, 971-722-7812

New CTE Course Development Form Instructions

Complete the CCOG. Most of the information requested on the form will be found in the CCOG.

Open the New CTE Course Form and save as the course prefix and number.

Complete the form entering data in every field where applicable. Use the tab to move within the document. If you do not have a response to the question, please place NA in the box.

Once the form is completed submit it via email it to curriculum@pcc.edu. The submission will be reviewed, saved as a PDF file and will be emailed back to the submitter with the signature page.

A detailed **schedule of submission** dates can found in the timelines and deadlines section of the handbook.

For details about how to respond to **section #1** can be found on the CCOG guide at <http://www.pcc.edu/resources/academic/ccog/ccog-help.html#1>

Description: Begin with an active verb, and use active verbs throughout as needed. Do not use the phrases *This course will . . .* and/or *Students will . . .*. Include SAC approved recommendations in the description section.

Contact Hours	
LECTURE	1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
LEC/LAB	1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
LAB	1 credit of lab or cooperative ed meets 3 hrs/wk, with min outside study, for 10 wks = 30 hr

Grading option: You must make two choices. You can choose one, two or all three options for the class, and you must choose a default grade. The student will choose their preferred option at registration. Often students do not choose an option, so it is up to the SAC to determine the default grade option.

Repeatability: Generally Cooperative Education, Art and PE are the only courses that have this status.

Course fee: Do not include typical PCC fees. This area is for special course specific fees **ONLY**.

Related instruction: For detailed information about related instruction and curriculum please reference the help guides on the curriculum website. www.pcc.edu/resources/academic/eac/curriculum/curriculum-office/ri-guidelines.html

Sections #2, 3, and 4 are self explanatory

Helpful Hint:

All new CTE course must be attached to a degree or certificate, as a required course, an elective or a prerequisite. When the new course is submitted to the Curriculum Office the SAC should also submit a revision or new to the degree(s) and/or certificates(s) form to be processed in the same month.

New Experimental Course Development Form Instructions

Open the Experimental Course Form and save as the course prefix and number (199 or 299).

Complete the form entering data in every field where applicable. Use the tab to move within the document. If you do not have a response to the question, please place NA in the box.

Once the form is completed submit it via email it to curriculum@pcc.edu. The submission will be reviewed, saved as a PDF file and will be emailed back to the submitter with the signature page.

Review and approval process: Experimental courses follow a unique review and approval process, different from new LDC or CTE courses. **Please read this section.** Submission is NOT tied to a deadline. The review and approval process is tied to a signature page requiring the signature of the SAC Chair, SAC Administrative Liaison and Dean of Instruction. Once the three signatures are gathered the Curriculum Support Staff will enter the course in Banner and it will be available for scheduling. The final step is to add the experimental course to the Curriculum Committee agenda as an informational item only. The committee does not review nor recommend experimental courses.

Limitation on experimental courses: These courses can be scheduled only two (2) times in a 15 month period. This should provide enough time/experience to work out the kinks and get a new course request through the submission process in time for the next available term.

Details about how to respond to **section #1** can be found on the CCOG guide at <http://www.pcc.edu/resources/academic/ccog/ccog-help.html#1>

Description: Begin with an active verb, and use active verbs throughout as needed. Do not use the phrases *This course will . . .* and/or *Students will . . .*. Include SAC approved recommendations in the description section.

Contact Hours	
LECTURE	1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
LEC/LAB	1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
LAB	1 credit of lab or cooperative ed meets 3 hrs/wk, with min outside study, for 10 wks = 30 hr

Grading option: You must make two choices. You can choose one, two or all three options for the class, and you must choose a default grade. The student will choose their preferred option at registration. Often students do not choose an option, so it is up to the SAC to determine the default grade option.

Outcomes: follow the guidelines for writing good outcomes.

Stand-alone Courses Overview and Step 1

In the area of workforce training there is a great need and interest in stand-alone courses to prepare people for work and to provide advanced training for those already in the workforce. The State of Oregon has identified four distinct types of stand-alone courses. Each type serves a unique target audience and has a specific review and approval process. The course may be applicable for the Eligible Training Provider list wherein the student may be able to use workforce training funds for the courses. Details of the course types and processes follow:

I. Stand-alone Occupational Preparatory

Designed to increase knowledge and develop skills leading to employment, and not within an existing PCC approved degree or certificate.

- Credit for the occupational preparatory course can range from one -11 credits, or can be non-credit.
- Contact hours can range from 10-210 hours and cannot exceed 210.
- The course should be for skill development - for entry level employment.
- Developed and operated with the advice and counsel of employers and others knowledgeable about the occupation involved.
- State approval must be received before offering the course.
- A recognition may be awarded that indicates attendance or completion, however may not be called a certificate.

Application process: Review the detailed application and review process. Contact the Curriculum Office for an application and guidance. The application, once completed, is submitted to the State for review and approval. The application requires internal approval from 1) the Division Dean or Administrative Liaison, 2) the Curriculum Committee Chair, and 3) Vice President Academic and Student Affairs. Plan for 4-8 weeks to complete the review process prior to scheduling the course.

II. Occupational Supplemental

Designed to upgrade skills of workers currently employed in the field.

- May be offered for Continuing Education Units (CEU) (transcribed) or contact hours (not transcribed).
- Contact hours can range from 1-210 hours and cannot exceed 210.
- Does not need approval prior to offering.
- The course is designed for upgrading current skills.
- A recognition may be awarded that indicates attendance or completion, however may not be called a certificate.

Application process: Complete the CEU request. Refer to the CEU Guidelines and Overview document for the schedule and deadlines.

III. Adult and Continuing Education (ACE) and Continuing Education (CED)

Designed for adults and may be developmental in nature. The course number will be under 100. The ACE course must be at least six contact hours of instruction focused on a single topic. ACE courses may be reimbursable if they are designed for workforce training and fall into one of the following categories: literacy (basic), languages, life skills, technology, general workforce, fitness (non-competitive), health, safety. Non-reimbursable ACE courses may be self-sustaining and fall into the categories of hobby and non-credit arts and sciences classes. Application process: Complete the LDC Course Request Form.

IV. Other Education

Includes a variety of special interest courses, often referred to as community education and self-improvement. Application process: Contact the community education programmers for assistance.



Once you have determined the audience and the type of course select the appropriate form and return as an email attachment to curriculum@pcc.edu.or intercampus mail Curriculum, DC 4th floor

Stand-alone Occupational Preparatory: Designed to increase knowledge and develop skills leading to employment.

Occupational Supplemental (CEU): Designed to upgrade skills of those currently employed in the field.

Adult and Continuing Education (ACE) and Continuing Education (CED): Designed for adults an may be development in nature.

Student Learning Outcomes

On some forms, you will be asked to describe the Student Learning Outcomes for your course. In general, a course should be described in three to six outcomes statements. Specific examples of these statements are available in the Outcomes Guidelines for Courses section of the handbook. Some important points to know up front about outcome statements are:

- Some courses, particularly in career technical areas, may have more than six, but care should be taken to distinguish outcomes from a large set of skills or competencies.
- Skills and competencies can be mastered by repetition; outcomes are more complex, and speak to the aggregate of skills mastered, concepts understood, and knowledge acquired.
- Two courses will not have identical sets of outcomes, unless cross listed.
- Courses may share outcomes, but at least some of the outcomes should be unique to each course, such as in expressing differences in content or level.
- The context “out there” for the outcome may be another course for which this course is a prerequisite, but it would be good if that is not the only outcome for a course.



Step 3: Gathering Signatures

After submitting the correct forms to the Curriculum Office, the curriculum specialist then will review the submission for clarity and accuracy. The faculty may be contacted should there be questions regarding the submission. The curriculum request will then be forwarded to the applicable reviewers within the district and at the state. The curriculum specialist will oversee the signature gathering path.

CEU requests are exempt from the internal and state review process.

ACE and CED course requests will follow the Lower Division Colligate signature path.

Step 4: Review Process

Course categories each have a different review process. See below for details.

Stand-alone Occupational Preparatory: Are reviewed by the Curriculum Committee chair and the VP of Academic and Student Affairs. Once approved the course is then submitted to the State for review.

Occupational Supplemental: Are reviewed by the Curriculum Office staff to ensure accuracy.

Adult and Continuing Education (ACE): Follow the same review process as Lower Division Transfer courses which require Curriculum Committee review, internal review and review and approval by the State. When courses go before the committee, several things may happen. Courses may be:

- Approved
- Approved as Amended
- Postponed
- Withdrawn by SAC Request

Approved and Approved as Amended Courses

Approved and approved as amended courses move forward in the review process. The Curriculum Committee Chair will sign the signature page and the courses will then be reviewed and approved by the Dean of Instruction, Campus President, and the Vice President for Academic and Student Affairs. This process takes approximately one month from the date of the Curriculum Committee meeting. Should any of the reviewers have questions about the course, the review process may take substantially more time.

Postponed Courses

Postponed courses typically must go back to the department or SAC for a revision or clarification. Postponed courses are automatically included in the agenda for the next Curriculum Committee meeting. As the postponed course is old business, it will be placed at the beginning of the meeting agenda.

Withdrawn Courses

Withdrawn by SAC request, courses are removed from the review process.

Step 5: State Approval

After receiving approval from the Curriculum Committee, Dean of Instruction, Campus President, and VP of Academic and Student Affairs, most courses need to be submitted to the state and approved by the Community College and Workforce Development (CCWD) Education Specialist.

Stand-alone Occupational Preparatory Courses

Occupational Preparatory courses must be approved by CCWD before the course can be offered. Submitting faculty will be informed when the course is approved.

Occupational Supplemental Courses (CEU)

CEU courses do not require state approval prior to scheduling the course.

Adult Continuing Education Courses (ACE)

ACE courses must be approved by CCWD before the course can be offered.

Step 6: Course is Published and Activated

Course activation and publication differs according to the type of course.

Stand-alone Occupational Preparatory:

Following the internal and external (state) review process the Curriculum Office enters the course into Banner and it is ready to be scheduled.

Occupational Supplemental:

The Curriculum Office enters the course into Banner and is ready to be scheduled when the CEU is received by the submitting department..

Adult Continuing Education (ACE), Career Technical Education (CTE) and Lower Division Transfer (LDC)

Following the internal and State review and approval process:

- Curriculum Office enters the course into Banner
- Curriculum Office publishes CCOG online
- Curriculum Office facilitates new courses appearing in the next catalog

The SAC will be notified when the course has completed the entire process. At that point, the SAC may then activate, schedule and advertise the course, and update the CCOG with the online CCOG management tool. To activate course and designate location in printed schedule, campus based SACs need to contact their department admin support, while district SACs need to contact Leslie Hackett.

The approval process for new LDC and CTE courses is approximately six months if no delays are encountered. For more details see the implementation timeline in the timelines section of the handbook. Revisions to courses take less time, 3-4 months.

Helpful Hint:

We all know that deadlines have a nasty habit of sneaking up on you when you least expect them. Our deadlines are based on those of the State and the College and are sometimes out of our control. Please make sure you familiarize yourself well with all that will be expected of you prior to submission. It will make the process easier for everyone!

Course Revision Process Overview

Existing credit courses undergo curriculum revision under the oversight of the program's SAC. In general, the process follows these steps:

1. Complete forms - although some changes to a course may be made at SAC's discretion (see below), most require completed forms.
2. Signatures gathered from appropriate staff.
3. Review and recommendation by the Curriculum Committee - most changes require committee review. See the chart below.

The curricular revision process can vary greatly and depends on the desired change. Some revisions require committee review, others do not. Some revisions require a form to be submitted, others do not. For details about the submission and review process, review the guidelines below.

Curricular Revisions Requiring Committee Approval:

Use the following chart to determine if your revision requires Curriculum Committee oversight:

Course Revision:	Committee Review?
Credits and contact hour changes	Yes
Course title	Yes
Course number	Yes
Description	Yes
Requisites	Yes
Student learning outcomes	Yes
General Education designation	Yes
Cultural Literacy designation	Yes
Embedded related instruction for CTE courses	Yes
Grading option	Yes
To identify distance learning modality	Yes
Course inactivation	No
Assessment strategies	No
Description addendum	No
Course activities and design	No
Course content	No

Course Revisions that also Require a Revision to the Degree or Certificate:

Submit the degree/certificate revision form the same month as the course revision.

- Credit hour change
- Course title change
- Course number change

Revisions Requiring a Form, but Committee Approval is not Needed:

Attendance at Committee Meeting is not required.

- Inactivation

Did You Know?

Changes to courses that are contained within a degree or certificate cannot be implemented until the degree or certificate has been updated through the Degrees and Certificates Committee. As always, a curriculum specialist is available to assist you with the correct forms and process.

Step 1: Complete Forms

If your course revision needs committee approval or just requires a form, the first step is to fill out and submit the correct form. Check the chart below to find the form for your revision. Once complete, email the form as an attachment to the Curriculum Office: curriculum@pcc.edu

To Make Changes to...	Use this Form...
Changes to credit and contact hours **	Contact/Credit hour
Course title **	Course Revision *
Course number **	Course Revision *
Description	Course Revision *
Requisites	Course Revision*
Student learning outcomes	Course Revision *
General Education/Discipline Studies request	General Ed/Discipline Studies Request
General Education request information	General Education request information
Cultural Literacy Designation	Cultural Literacy request
To identify embedded related instruction for CTE courses	Related Instruction
Grading option	Grade Option
To identify distance learning modality	Distance Learning Modality
Course Inactivation	Inactivation Request - Form only, no committee review
Assessment strategies	No form - SAC revises CCOG online
Description addendum	No form - SAC revises CCOG online
Course activities and design	No form - SAC revises CCOG online
Course content	No form - SAC revises CCOG online

* One form can be used to change multiple elements.

** These changes also require a revision to the degree or certificate. Submit the *degree/certificate revision* form the same month as the curriculum revision.

Helpful Hint:

As complex as the process sounds it's really not as bad as it seems. Don't forget help is only a phone call or an email away. A Curriculum Specialist is standing by to help! Email, call or come in today!

Step 2: Gather Signatures

After submitting the correct forms, in 5-7 days the submitting faculty will receive an email with these attachments:

- PDF version of the request
- Accompanying signature page
- Cost impact form

Complete the cost impact form and signature page and return all documents via intercampus mail.

The Curriculum Specialist will review the requested change. If everything is complete and signature pages received, the request will be placed on the next available agenda (see committee meeting schedule), **if** committee review is required - see Course Revision Process Overview for a list of which revisions require committee review.

If there are questions about the submission, the faculty will be contacted. The submitting faculty will receive an email from the Curriculum Office confirming their place on the agenda.

Step 3: Committee Review

The Curriculum Committee, represented by CTE and LDC faculty, reviews most course revisions. A faculty member representing the course needs to attend the meeting to address any questions raised by the Committee. After the meeting, the Curriculum Office will post the minutes of the meeting online. The minutes will include committee recommended changes to the original submission.

When course revisions go before the committee, several things may happen. Courses revisions may be:

- Approved
- Approved as Amended
- Postponed
- Withdrawn by SAC Request

Approved and Approved as Amended Course Revisions

Approved and approved as amended course revisions move forward in the review process. The Curriculum Committee will sign the signature page, and the course revision will then be reviewed and approved by the Dean of Instruction, (and Campus President, for credit and/or contact hour changes only.) and the Vice President for Academic and Student Affairs. This process takes approximately one month from the date of the Curriculum Committee meeting. Should any of the reviewers have questions about the course, the review process may take substantially more time.

Postponed Course Revisions

Postponed courses typically must go back to the department or SAC for a revision or clarification. Postponed course revisions are automatically included in the agenda for the next curriculum committee meeting. As the postponed course becomes old business, it will be placed at the beginning of the next meeting agenda.

Withdrawn

Withdrawn by SAC request courses are removed from the review process.



Step 4: Course is Published and Activated

After the changes have been approved by the committee (if required), the Curriculum Office will:

- Enter the changes into Banner.
- Enter the changes into the CCOG management tool, creating a new draft document, and will notify the SAC of the entry via email.
- If needed, the Curriculum Office submits changes to the State Department of Education for approval.

The SAC can then update and publish the CCOG with the online CCOG management tool and the draft created by the Curriculum Office.

How to Revise a CCOG

In the electronic CCOG tool, SACs can create a draft of an existing CCOG, and make changes to elements that do not require college approval. The tool will not allow access to fields for things that do require college approval, but handy links will direct the user to the appropriate form, so that the desired course change(s) can be requested via the approval process.

CCOG Changes That Require College Approval	CCOG Changes That Do Not Require College Approval (SAC-controlled)
Number	Addendum to Description
Title	Outcomes Assessment
Credits/Contact Hours	Content
Description	Themes, Concepts, Issues
Prerequisites	Skills
Outcomes	Goals and Objectives

Access the CCOG Tool

SAC chairs have all been given access for the CCOG tool. Changes to the CCOG can be viewed by others in the SAC once the draft has been created. It will appear on a site that can be viewed without special access. It may be desirable, especially in very large SACs, for a few faculty to have access to the CCOG tool. Contact the Curriculum Office to obtain access codes for additional faculty members. Please limit the number of people accessing the tool.

How to get in to make changes:

1. Login to MyPCC.
2. Go the Faculty Tab.
3. Click on the link to CCOG Management (under “Tools”, as the lower right hand corner of the screen).
4. It should bring up an inventory of courses from which you can create new drafts.

If you are denied access, or if you wish to grant access to others in the SAC, please contact the Curriculum Office

To make changes in the CCOG (SAC-controlled fields only)

1. Create a draft from the current (or an archived) CCOG by clicking on it.
2. Make the changes in the desired fields. *Note: Although you can cut and paste from a Word document, we have found that sometimes weird formatting creeps the text that may not show up until the document is published. The working fields have been supplied with formatting features that should meet most needs, and you are **strongly encouraged** to edit and format using these tools.*
3. Be sure to enter the appropriate e-mail addresses at the end of the CCOG form before you save or submit.

4. If you want to show your draft to others prior to submission, select Save as Draft.
5. You will receive a web link to a temporary posting site that anyone can access. Copy the link, and e-mail it to yourself (so that it does not get lost!), your SAC chair, SAC Admin Support and anyone else you want to have access to the draft. No changes can be made from this site.
6. With your CCOG saved as Draft, you can go back in and make additional changes. (You can do this as many times as you like, keeping in mind that only one draft version of a CCOG can exist at a time – when you save a draft, prior draft versions go away).
7. When you are ready to have your new version published choose an implementation term and select Submit.
8. Once the draft has been submitted, it is no longer available for further editing. Since only one draft can exist at a time, no further modifications can be made by the SAC however, it is still on the view site, discussed above. If after submission you find that additional changes are needed, contact the curriculum office (curriculum@pcc.edu) to release the document and return it to draft status.
9. The revised CCOG will be published on the current inventory site and will be accessible from the online schedule four weeks before the beginning of the implementation term.

To Make Changes to Fields that Require College Approval

You can skip the CCOG tool altogether, and go directly to the Curriculum Office Forms page or the Course Revision Process Overview page to find the form you need. Or, if you access the CCOG tool as described above, there are links to the appropriate forms near the fields you want to change. *Note: Course number, title, description, prerequisite and outcome changes can be made together on a single form. If you are working in the CCOG tool, and are directed to the Course Revision form, go ahead and use that one form to make all of the desired change requests, rather than following the links at each place on the CCOG tool and bringing up multiple duplicate forms.*

When course changes are approved, the Curriculum Office will enter the data into Banner, and the revisions will appear in the CCOG four weeks before the beginning of the implementation term.

Making Changes to Fields that Require Approval & Those that Do Not

Request the changes that need approval first. When the changes have been approved, the Curriculum Office will create a draft that has the newly approved information and will notify you, via email. You can then go into the management tool and proceed as described above.

Below is a list of contacts for information regarding the CCOG Management Tool:

- Curriculum Office: curriculum@pcc.edu
- Curriculum Committee Chair: Ed DeGrauw or Jim Parks
- Degrees and Certificates Committee Chair: Susanne Christopher

Related Instruction Overview

PCC's accreditation agency, the Northwest Commission on College and Universities requires that certificate programs of 45 credits or more MUST include a recognizable body of instruction in program-related areas of:

1. Communication
2. Computation
3. Human relations.

This body of knowledge is referred to as Related Instruction. The Related Instruction requirement may be fulfilled by:

- Stand-alone courses
- Embedded instruction using a course within the SAC area
- A combination of stand-alone course(s) and embedded instruction

At PCC, the documenting for Related Instruction has two parts:

- Related Instruction Template – which identifies for each certificate more than 44 cr which courses contain the related instruction, whether stand-alone or embedded
- Identification of Related Instruction in Courses (for embedded Related Instruction) – which shows, for each course that includes embedded related instruction, what outcomes, content or activities are involved and instructor qualifications that apply to related instruction in the course.

Stand-alone course(s):

SACs may use existing credit courses (must be 100 level or above) that address one or more of the program-related areas. 1) communication, 2) computation and/or 3) human relations. Options include:

- A college level course (CTE or LDC) in any discipline that provides relevant instruction that clearly addresses one of the three areas. The title and/or the description must reference the RI area. Student learning hours can be reflected in one program-related area only. To determine the area of best fit, review the description, outcomes, and/or the course content of CCOG.
- Some General Education courses may be used for stand-alone related instruction as long as the title and/or the description references the RI area. Student learning hours can be reflected in one program-related area only. To determine the area of best fit, review the description, outcomes, and/or the course content of CCOG.
- Courses in the discipline (Landscape Math) in which the outcomes, description and content clearly support the related instruction area(s). The student learning hours in this case may be split across multiple areas as indicated in the CCOG.

All stand-alone courses used for related instruction must be identified and the hours included on the Certificate Related Instruction Template. In the event that the Degrees and Certificates Committee has concerns about the course content with respect to related instruction, it may refer the course to the Curriculum Committee for evaluation.

Embedded instruction:

- Embedded instruction occurs simultaneously with content instruction
- Embedded instruction should be used when a fraction of a course is applied to the related instruction requirement. The student learning hours in a course may be split across multiple areas as indicated in the Related Instruction section of the CCOG.
- Related instruction should be identified in the course outcomes. SACs can identify embedded hours of student learning in their courses only.

Faculty qualifications to teach the RI content are submitted for approval on the Related Instruction for CTE Courses form.

Establishing or revising related instruction is a two step process.

- The courses that have embedded related instruction must be approved first by the Curriculum Committee.
- Then the related instruction template must be approved by the Degree and Certificate Committee.

Program prerequisites cannot be used for to meet related instruction requirements.

Process of identifying/modifying and obtaining approval for related instructions:

1. Review the related instruction guidelines posted on the web.
2. Complete the Related Instruction for CTE Courses form for each course that includes embedded Related Instruction. This form will ask you to identify the outcomes, hours and type of instruction (activities, study/practice etc), and instructor qualifications for Related Instruction.
3. Submit to the Curriculum office for review approval.
4. Use the “Template for Related Instruction” document (see Curriculum Office Resources). This is a live spreadsheet which will allow you to enter the courses and hours of related instruction in each area. Many of the calculations are automated. There is a template for a one-year and a template for a two-year certificate, please complete the correct one.
5. Submit the Related Instruction Template to the Curriculum office, for review and recommendation by the Degrees and Certificates Committee.
6. Note: the template cannot be recommended by Degrees and Certificates until the related instruction in CTE courses form has been recommended by the Curriculum Committee.

The forms may be submitted at the same time. After the committees and VPs have reviewed and recommended the certificate's related instruction, the CCOG and Instructor Qualifications websites will be updated with the information, and the final template posted on the Related Instruction website.

7. After the committees and VPs have reviewed and recommended the certificate's related instruction the template will be posted on the related instruction website.

Credit and Contact Hour Requirements for Related Instruction:

Certificates of 45 to 60 credits:

- Eight credits or 240 embedded hours of related instruction with representation in three program-related instructional areas:
 1. Communication
 2. Computation
 3. Human relations
- Two credits or 48 embedded instruction hours are required in each area.
- Two credits or 96 embedded instruction hours are at the SAC's discretion.

Certificates of 61 to 108 Credits:

- Sixteen credits or 480 embedded hours of related instruction with representation in the three program-related instructional areas:
 1. Communication
 2. Computation
 3. Human relations.
- Four credits or 96 embedded instruction hours are required in each.
- Four credits or 192 embedded instruction hours are at the SAC's discretion.

Related Instruction Guidelines

Related Instruction must be clearly identified for certificates of 45 credits or more, as well as in the courses that use related instruction. Evidence of the related instruction area should be identified in the course outcomes and the certificate outcomes.

At the program/certificate level:

The Degrees and Certificates Committee will review the tally of hours of related instruction that the SAC has prepared using a the Related Instruction template for certificates. In order to facilitate identification and recording, related instruction will be counted in **hours of student learning**, not credits. This should make it easier to document program-related instruction that is delivered as part of a program course.

Reframing “credits” as “hours of student learning”

Hours of student learning include both direct instruction (in lecture, or lab, lec-lab) and study. A contact hour of lecture is equivalent to three hours of learning, because for every hour per week in class of lecture, an additional 2 hours of out-of-class study is assumed (additional time spent learning) – over the course of a 10-week term that would be equivalent to 30 hrs. The conventions used at PCC are as follows:

Credit	Student Learning
1 cr of lecture meets 1 hr /wk, plus 2 hrs/wk of study, for 10 weeks	30hrs
1 cr of lec-lab meets 2 hr/wk, plus 1 hr/wk of study, for 10 weeks	30hrs
1 cr of lab meets 3 hrs/wk, with minimal outside study, for 10 weeks	30hrs

Distance learning classes frame the equation more generally, setting the number of credits after determining the number of hours of learning required to achieve the course outcomes.

What courses can be used to supply the necessary Related Instruction?

- A credit course 100 and above that is clearly identified to be within a particular area of related instruction, those credits may be converted directly to hours of student learning (30 hrs per credit) and assigned to the appropriate area of related instruction (i.e.. SP 111: Public Speaking, MSD 105: Interpersonal Communication, PSY 101: Psychology and Human Relations, MTH 111: College Algebra, MTH 105: Explorations in Mathematics, WR 121: English Composition). Related instruction should be identified in the course outcomes.
- Courses in which the related instruction represents a fraction of a course is applied to the related instruction requirement. The student learning hours may be split across multiple areas. Related instructions should be identified in the course outcomes.

Summation of hours of related instruction for a certificate

When the related instruction in all of the courses has been identified, these hours can be tallied for the certificate in a “Template for Related Instruction in Certificates ” which will be reviewed by the Degrees and Certificates Committee. This interactive template has been developed to provide for a consistent presentation of the related instruction for each certificate. An example of how this looks can be seen on the Inventory of Related Instruction Templates.

In the event that one of the areas did not meet the minimum requirement, courses could be revised to contain the related instruction, or additional courses could be adopted or created to fill the need.

At the course level: How will this look in the CCOG?

- The activities of related instruction that are embedded in the certificate courses need to be identified and described in the CCOGs. The CCOG will give specific guidance to the faculty teaching these courses.
- The number of hours can be estimated directly based on time spent on specific activities or content areas, or interpreted based on the percentage of the course devoted to that area
- It is possible that student learning could address more than one area at the same time (see examples).
- Related instruction should be identifiable in a course outcome(s).

What kinds of activities would contribute to embedded Related Instruction within career technical courses?

Possibilities include (but are not limited to):

Computation

- Direct instruction (+ study time) in mathematics or program-related computations
- Development of skill in discipline-related computations

Communication

- Direct instruction (+ study time) on basic or discipline-related writing and/or speech
- Instruction on proper record keeping and/or preparation of reports
- Instruction on organizing and or delivering discipline specific presentations
- Application of writing skills to professional setting
- Documentation of activities
- Preparing written reports
- Application of instruction in communication to professional setting
- Preparation and presentation of experimental techniques and results
- Communication appropriate to specific contacts within the profession

Human Relations

- Direct instruction (+ study time) on relevant topics related to the discipline: history, ethics, social interactions, and diversity
- Development of skill in working with colleagues, supervisors and employees in the workplace
- Development of skill in relating to customers, clients, vendors etc in the workplace

Examples of requests that came through the Curriculum Committee can be found at:

<http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/related-instruction-guidelines.html>

Instructor Qualifications

SACs need to ensure that instructors of each career technical course providing embedded related instruction are qualified to deliver the appropriate related instruction and must have on file instructor qualifications specifically for related instruction.

An alternative approach would be to specify topics that should be handled by guest lecturers with specified qualifications. Finally, if it seems unlikely that an instructor from the profession would be able to deliver the related instruction, that might signal a need for the SAC to use a course outside of the program area, or design a course specific to the needs of that related instruction, with appropriate instructor qualifications spelled out.

The Related Instruction Form has a box where SACs must identify the instructor qualifications for teaching embedded related instruction within the course

The related instruction document will be reviewed and approved by the VP of Academic and Student Affairs. Upon approval, the instructor qualifications for teaching embedded related instruction will be posted on the CCOG in the related instruction area so that teaching assignments can be made appropriately.

Guidelines for Writing Outcomes

Following are a series of questions that the Curriculum/General Education Committee members will consider when reviewing outcome statements for courses.

Criteria for Outcome Statements

- Does it describe what we intend the students will be able to do "out there" in their life roles as worker, family member, community citizen, global citizen or lifelong learners as opposed to an activity "in here" or in the classroom. Good outcome statements will suggest context to indicate "out there" orientation.
- Does it describe what the students can DO with what they know or understand? Is the statement clear? Does it give a clear sense of the course to faculty and to the students?
- Is the statement robust enough to express the essential content, concepts, issues, skills knowledge, from the CCOG in a way that is informative to students, to faculty and to the outside world?
- Does the outcome statement suggest appropriate assessment tasks and quality criteria?
- How do the course outcomes align with degree and certificate outcomes? They should feed into the program outcomes.
- How do the course outcomes align with the college core outcomes?

Additional Principles for Course Outcomes

1. In general a course should be described in three to six outcome statements.
2. Some courses, particularly in professional technical areas, may have more than six outcomes, but care should be taken to distinguish outcomes from a large list of skills or competencies.
3. Skills and competencies can be mastered by repetition; outcomes are more complex, and speak to the aggregate of skills mastered, concepts understood, and knowledge acquired.
4. Two courses cannot have identical outcomes.
5. Courses may share outcomes, but at least one or more should be unique to each course, such as expressing differences in content or level.
6. The context ("out there") for the outcome may be another course for which this course is a prerequisite, but it would be good if that is not the only outcome for a course.
7. Avoid writing outcome statements with the words demonstrate, describe, discuss.

Some examples:

Some, but not all of these are PCC outcomes. Specific discipline names have been omitted or changed in most cases.

Original	Demonstrate and understanding of the management process
Better	Apply the management processes effectively in the work environment.
<i>Why better?</i>	<i>It looks outside the classroom, and speaks to how the students will carry this understanding into the real world "out there", in both level of integration of knowledge and in context. Use of the word APPLY and omission of the word DEMONSTRATE.</i>
Original	Discuss employment availability and trends in the _____ industry.
Better	Adapt career plans and seek professional development opportunities that reflect the changing trends in the _____ industry.
<i>Why better?</i>	<i>DISCUSS is a classroom activity, an outcome should apply to the post-classroom world.</i>
Original	Understand professional and ethical responsibility.
Better	Work within the ethical and professional parameters of the _____ profession.
<i>Why better?</i>	<i>The desired outcome is not that they would merely understand ethical issues, but act upon them, working ethically and professionally. It also speaks to the specific context.</i>
Original	Understand the history, current practices and mission of the _____ profession.
Better	Use an understanding of the history, current practices and the mission of the _____ profession to make effective on-the-job professional decisions.
<i>Why better?</i>	<i>The understanding they have acquired in the classroom allows the individual to act upon or do something better than they otherwise would have.</i>
Original	Develop the skills necessary for the care of cancer patients
Better	Skillfully care for cancer patients. This can be modified to specify the level by adding a degree of supervision required or modified to reflect specific context.
<i>Why better?</i>	<i>Development is something that happens during the course - the outcomes should speak to where a person should be as a result of having taken the course. Developmental steps can be woven into the individual course outcomes by specifying setting, supervision, or other discipline-specific parameters.</i>

Types of Forms

Type of Change...	Form to use...	Committee Review Required?
New Lower Division Collegiate Course	LDC	Yes
New Career Technical Education Course	CTE	Yes
New Experimental Course	Experimental	No
New CEU Course	CEU Request	No
CCOG: Course Subject (i.e. BI)	Course Revision	Yes
CCOG: Course Number (i.e. 101)	Course Revision*	Yes
CCOG: Title	Course Revision*	Yes
CCOG: Contact/Credit Hrs	Contact/Credit Hour Change *	Yes
CCOG: Description	Course Revision*	Yes
CCOG: Requisites	Course Revision*	Yes
CCOG: Description Addendum	No form - Revise CCOG online	No
CCOG: Learning Outcomes	Course Revision*	Yes
CCOG: Assessment Strategies	No form - Revise CCOG online	No
CCOG: Course Activities and Design	No form - Revise CCOG online	No
CCOG: Course Content	No form - Revise CCOG online	No
Grade Option Change	Grade Option	Yes
General Education Request	General Education Request	Yes
Cultural Literacy	Cultural Literacy Request	Yes
Related Instruction	Related Instruction for PTE Courses	Yes
Inactivation	Inactivation Request	No
Distance Learning Modality	Form DL	Yes

* Note: One form can be used to change multiple elements.

Course, Degree and Certificate Deadlines	
October 2010	Last date for new AAS degrees, new degree options and new certificates in order to be included in the 2011-2012 catalog and available for teaching fall 2011
January 2011	Last date for new/revised courses and revised degrees/certificates to be included in the 2011-2012 catalog and available for teaching in fall 2011

Timeline for Approvals	
CTE and LDC courses (also any sub 100 level course that is attached to an AAS degree such as MTH 65)	After passing the Curriculum and Degrees and Certificates Committees, it takes about 3-4 months before they are available to be taught at PCC.
Revised AAS degrees and certificates	After passing the Curriculum and Degrees and Certificates Committees, it takes about 3-4 months before they are available to be taught at PCC.
New AAS degrees, new degree options, certificates	After passing the Curriculum and Degrees and Certificates Committees, it takes about 8-9 months before they are available to be taught at PCC.
Considerations which effect timeline	<ol style="list-style-type: none"> 1. Courses and degree/certificate changes must be submitted in the same month in order for timeline to be successful. 2. No major holdups internally or by the state i.e. adverse impact, internal discussion etc.
Important information for planning	<ol style="list-style-type: none"> 1. CTE courses must be attached to an approved AAS degree or certificate before offering. 2. Degrees/certificates must be approved by State before offering or advertising.

Did You Know?

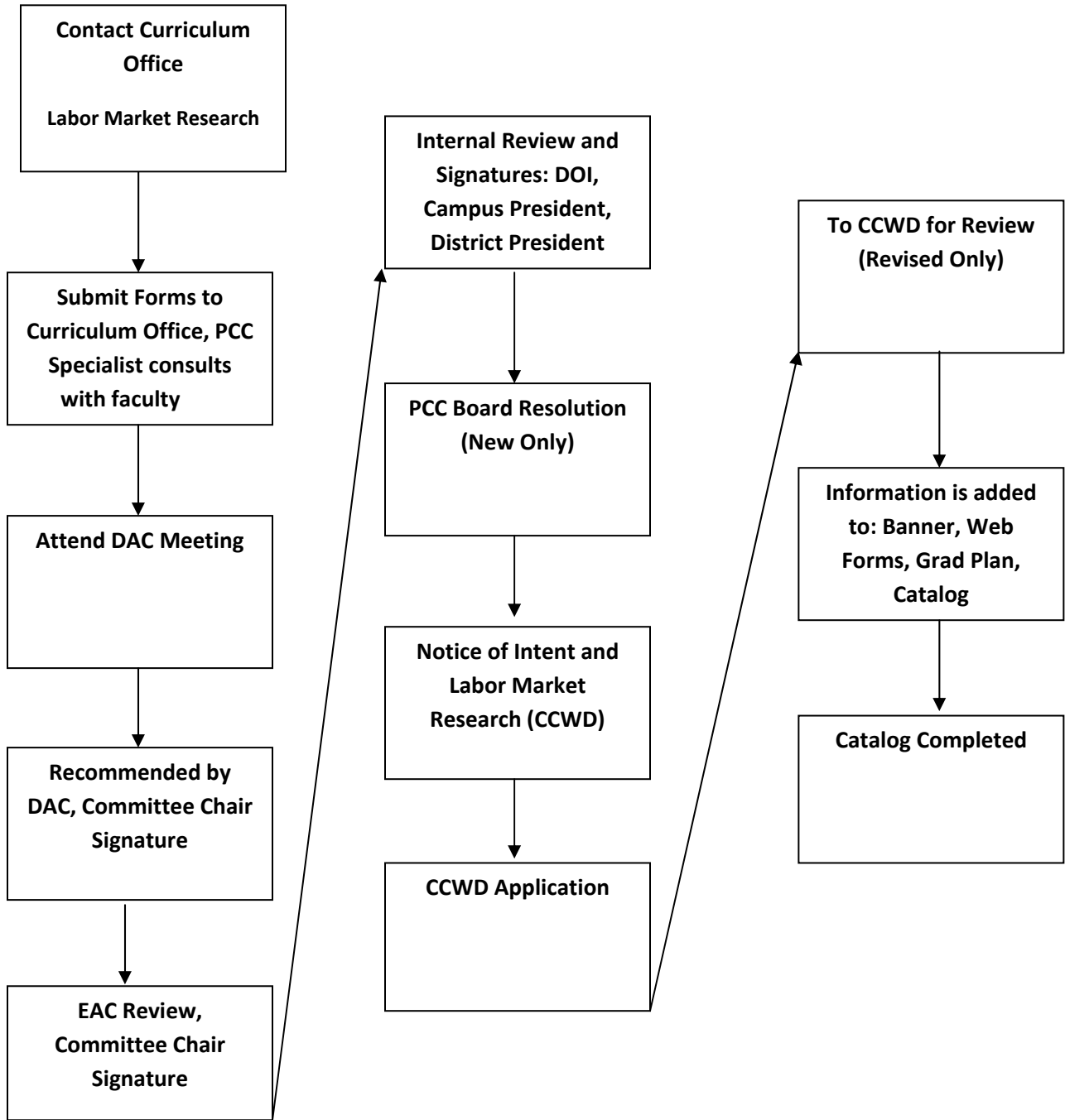
In 2008, the State of Oregon developed a new program to track courses, degrees and certificates called Webforms. This new program has streamlined the approval process tremendously! For this reason PCC must adhere to specific timelines.

CTE and LDC Courses

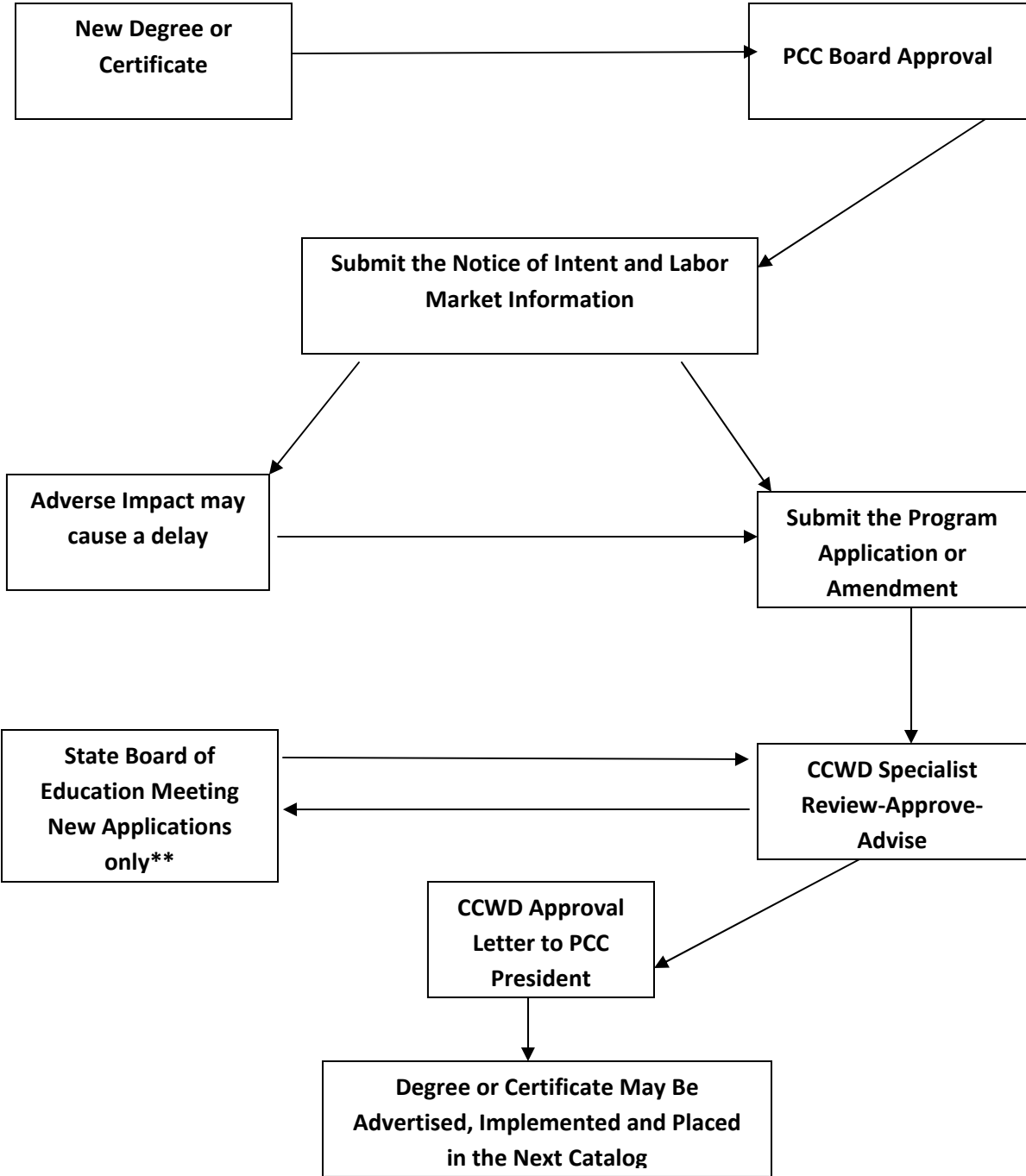
2010-2011 Timeline For Approvals and Catalog Inclusion

Month Passed Curriculum and/or Degree/Certificate Committee	Available to Teach: Changes which impact a degree or certificate like a credit change may take longer Revised CTE/LDC Courses	Available to Teach: New CTE Courses	Available to Teach New LDC Courses	Available in Catalog: New and Revised Courses
February 2010	Fall 2010	Winter 2011	Winter 2011	2011-2012
March 2010	Fall 2010	Winter 2011	Winter 2011	2011-2012
April 2010	Winter 2011	Winter 2011	Winter 2011	2011-2012
May 2010	Winter 2011	Winter 2011	Winter 2011	2011-2012
June 2010	Winter 2011	Winter 2011	Winter 2011	2011-2012
July 2010 - No meetings				
August 2010 – No meetings				
September 2010 – No meetings				
October 2010 Last date for new AAS degrees, new degree options of existing AAS degrees and new certificates to be included in the 2011-2012 catalog	Spring 2011	Spring 2011	Spring 2011	2011-2012
November 2010	Spring 2011	Summer/Fall 2011	Summer/Fall 2011	2011-2012
December 2010	Spring 2011	Summer/Fall 2011	Summer/Fall 2011	2011-2012
January 2011 Last date for new/revised courses and revised degrees to be included in 2011-2012 catalog	Fall 2011	Summer/Fall 2011	Summer/Fall 2011	2011-2012
February 2011	Fall 2011	Winter 2012	Winter 2012	2012-2013
March 2011	Fall 2011	Winter 2012	Winter 2012	2012-2013
April 2011	Winter 2012	Winter 2012	Winter 2012	2012-2013
May 2011	Winter 2012	Winter 2012	Winter 2012	2012-2013
June 2011	Winter 2012	Winter 2012	Winter 2012	2012-2013
No meetings June thru September				

**New Degree or Certificate Internal Process
Overview **Prior** to the PCC Board Approval**



New Degree or Certificate External Process Overview AFTER PCC Board Approval



** New career pathways and degree options follows a different path
 For the most current information: www.pcc.edu/curriculum 971-722-7816

Degrees and Certificates Introduction

The Curriculum Office is here to provide support to faculty as they create new or revise existing AAS degrees and certificates. These pages are meant to help guide faculty through the process of gaining approval from PCC and the State of Oregon. Please review the guidelines for developing a new degree or certificate. They will assist you and guide you as you consider all aspects of the degree and the process.

Commonly Asked Questions:

1. How long will it take?

Anticipate a minimum of eight months to complete the approval process for a NEW degree and/or certificate and a minimum of four months to complete the approval process for a REVISED degree and/or certificate. For detailed information, view the timeline for DAC submissions in the timelines section.

2. New or Revised?

Reasons for a **new** AAS degree or certificate include:

- Results of a program change
- Advisory Committee recommendations
- External scans or emerging fields in labor market recommendations by employers new to the region.

Reasons for **revisions to** an AAS degree or certificate include:

- Change of course credit
- Addition, removal, or exchanging required courses
- A degree or certificate outcome change
- Change in the total number of electives
- Change in total credits
- Degree and/or Certificate title change
- Degree and/or Certificate prerequisite change
- Change in status open vs. limited enrollment
- Related instruction the initial submission and changes

New Degrees and Certificates Process Overview

New AAS degrees and certificates are developed under the oversight of the discipline/program SAC. New degrees and certificates must have internal and state approval before being offered. The SAC chair or faculty who will shepherd the new degree or certificate through the review and approval process should contact the Curriculum Office early in development, as they can guide you through the process and help you avoid potential obstacles.

Again, you should anticipate that the entire process will take a minimum of 8-12 months, from the date the DAC Committee reviews the new program to the point when the new degree and/or certificate is available to advertise and schedule. This timeline is assuming that there is no adverse impact and the review process goes smoothly. For detailed information, view the timeline for DAC submissions in the timeline section.

Designing and developing a new AAS degree or certificate is a multi-step process which includes the following:

1. Research labor market need and occupational demand
2. Design and development of degree/certificate
3. SAC downloads and completes forms
4. SAC gathers appropriate signatures
5. Recommendation by the Degree and Certificate Committee, EAC and college president
6. Approval by the State

Did You Know?

Only certificates 45 credits and over will require related instruction.

credits
credits?

Step 1: Design and Development

The first step is to contact and meet with someone from the Curriculum Office. To set up a meeting, contact any of the following specialists:

- Curriculum Coordinator, Sally Earll, sally.earll@pcc.edu or 971-722-7812
- Curriculum Specialist, Davonna Livingston, davonna.livingston@pcc.edu or 971-722-7811

Commonly Asked Questions:

1. Determine what type of degree or certificate you want to develop:

- Associate of Applied Science Degree:** 90-108 credits which includes 16 credits of general education
- Associate of Applied Science Degree Option:** 90-108 credits, at least 70% of the credits, minimum, must be the SAME as the parent degree, and 16 credits of general education
- Statewide Associate of Applied Science Degree:** 90-108 credits, member of a statewide consortium of community colleges who offer like curriculum. PCC can be a member or a host school for the consortium
- Less-than-one-year certificate:** 12-44 credits
- Career Pathway certificate:** 12-44 credits, and is wholly contained within a certificate of 45 credits or more or an associate degree program, requires a roadmap
- One-year certificate:** 45-60 credits, 8 credits or 240 hours of embedded related instruction in the areas of communication, computation and human relations. This can be related to a degree (related certificate) or an independent certificate
- Two-year certificate:** 61-108 credits, 16 credits or 480 hours of embedded related instruction in the areas of communication, computation and human relations. This can be related to a degree (related certificate) or an independent certificate

Resources for Designing and Developing Degrees and Certificates

Program outcomes: <http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/program-outcomes.html>

- Advice for writing your AAS degree and certificate outcomes.

Career pathway roadmap:

<http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/roadmap.html>

- Certificates of 12-44 credits in which EVERY class within the certificate is within a larger degree or certificate are required to have a roadmap. Learn more about setting up a career pathway roadmap.

Related instruction: <http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/related-instruction-overview.html>

- Certificate programs of 45 credits or more MUST include a recognizable body of instruction in program-related areas of communication, computation, and human relations. Learn more about these requirements on the Related Instruction pages.

Helpful Hint:

Be cautious about the use of sub 100 level courses (not collegiate) in degrees and certificates. Sub 100 level course cannot be used in:

- The first 90 credits of an AAS degree
- The first 12 credits of a less-than-one-year certificate
- The first 45 credits of a one-year certificate
- The first 61 credits of the two-year certificate

New Degree and Certificate Outcomes

Following is a series of questions that the DAC committee members will consider when reviewing AAS degree and certificate outcomes, followed by sample outcome statements. Generally, the committee expects to see three to ten outcomes per AAS Degree and/or certificate, though the exact number of outcomes will depend, of course, on the specifics of your program.

1. Do the outcomes describe what we intend students to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to an activity “in here”? Good outcomes statements will suggest context to indicate this “out there”.
2. Do the outcomes describe what students can DO with what they know, rather than just what they know?
3. Are the outcomes clear? Can the student understand them? Do they give a clear sense to faculty and to community and professional stakeholders?
4. Are the statements robust enough so that they encompass the essential content?
5. Are the statements robust (complex) enough so that you can generate engaging assessment tasks and quality criteria for measuring attainment of the outcomes?
6. Do the course outcomes in the required course work align with the AAS degree and/or certificate outcomes?
7. Is it clear how completion of the required course work leads to achievement of the program outcomes?
8. Is there a small but distinct difference between the AAS outcomes and certificate outcomes within the same program area?
9. Do the AAS degree and/or certificate outcomes meet all the college core outcomes?

Sample AAS Degree and/or Certificate Outcome Statements

Original Outcome Statements	Outcomes Rewritten With an External Focus
Understand professional and ethical responsibilities.	Work within the ethical and professional parameters of (<i>program name</i>).
Relate the history of (<i>program name</i>) practices to contemporary policies relevant to the skills required for a (<i>practitioner</i>) to meet current and future needs and practices.	Use an understanding of the history of (<i>program name</i>) practices to reflect on the contemporary policies and skill requirements for the (<i>practitioner</i>) in a (<i>name</i>) office.
Demonstrate an understanding of the strategic marketing process.	Apply the “strategic marketing process” to a specific product or service in a specific business environment.

New Degree and Certificate Career Pathway Roadmaps

Roadmaps for Career Pathway Certificates

A career pathway certificate has a range of 12-44 credits that prepare individuals for a job or advancement in an industry or occupation. Career pathways focus on easing and facilitating student transition from high school to community college; from pre-college courses to credit postsecondary programs; including AAS degrees, larger certificate and employment. The purpose of career pathways is to help individuals earn certificates that can link directly to employment and be applied toward the completion of a degree.

As you consider developing a career pathway within an industry, start with the end in mind.

1. Are there jobs within the industry that are going unfilled?
2. Is there a reasonable anticipation of employment growth in the industry?
3. Have you consulted with industry leaders about entry level employment and/or upgrading current workforce skills and knowledge? An advisory committee with industry representatives is required.
4. Is there a subset of courses in the degree or certification that can be packaged to meet an industry workforce need?
5. Identify who the target audience will be, i.e. transition from high school, post secondary education for career changers, career updating, workforce training, ABE, GED, DE, ESL students, others?

Commonly Asked Questions:

1. What is a career pathway roadmap?

Career pathways roadmaps are visual tools depicting the coursework, competencies, skills requirements, and credentials needed for a related occupation in an industry sector. The visual roadmap assists students, workers, parents, advisors, and educators to learn about jobs, skills, education requirements for a specific career. The roadmap provides them a pathway as they navigate toward better jobs with increased earnings and a path toward earning an Associate of Applied Science Degree. The roadmaps provide employers with an organizational development tool to focus on career planning and development for employees.

Each roadmap includes common information elements including competencies and skills, college courses associate with the career, wages, labor market data and demand forecast, industry-recognized standard or credential (if applicable), participating employers, career lattices that identify multiple entry and exit points and potential lateral and vertical movement within an occupation or career cluster.

2. Who is required to complete a roadmap?

Certificates of 12-44 credits in which EVERY class within the certificate is within a larger degree or certificate are required to have a roadmap.

3. What are the components of a career pathway roadmap?

It is a broad range of information that students need to know in order to plan their education and career, including: pre-college, college courses, educational costs, occupational opportunities, wages, competencies or skills, certificates, degrees, credentials, articulation agreements, labor market data, and more.

4. Where do I acquire the information required for the Roadmap

Talk with your advisory committee, and cooperative education industry partners, universities and other community colleges, professional organizations, state licensing board (if applicable), Oregon Labor Market Information System (OMLIS), U.S. Bureau of Labor Statistics, National Center for Educational Statistics (NCES).

5. Is there assistance available to develop the Roadmap?

Yes, staff in the Curriculum Office is available for consultation. Once you submit the career pathway roadmap form staff from the curriculum office will develop a draft roadmap and will consult with you as it is developed and refined.

6. How do I submit information for the roadmap, what is the deadline?

Complete the roadmap submission form and submit with the new or revised certificate paperwork to dac@pcc.edu. You must complete each section completely include links to employment opportunities, labor market data, certification boards and any other information that will aid in the development of the roadmap.

Example of the Roadmap Submission Form

Request for Career Pathway Certificate Roadmap

Before you begin this questionnaire, please read the career pathway certificate roadmap overview. This will provide valuable background information regarding the roadmap development process and will assist you as you complete the questionnaire.

Submission process:

Answer each question completely. Save as – certificate title. Send to DAC@pcc.edu as an attachment.

Department:

Submitter, name, email and telephone:

Title of Certificate:

of credits:

A career pathway certificate must lead into a larger certificate and/or an AAS degree. All courses of the pathway must be included as an elective or core in the degree or certificate.

Identify one or more degree or certificate which this career pathway certificate is linked to.

Title of Degree: # of credits:

Title of Certificate: # of credits:

Please respond in depth to the following questions

1. Demonstrate a workforce need - evidence should include:
Cite employment data trends, current employment opportunities, this data may be local, regional, statewide and national.

Cite recommendations from the Advisory Committee, professional organizations, certification boards, etc., and write a summary statement of job opportunities projected for those with the certification.

2. Program Duplication –
You must research, are there community colleges or private career schools within a 50 mile radius offering a similar program?

If yes, have you contacted them?

3. Job title –

List all potential job titles in which the certification students are prepared. If none formally exist at this time please describe the job type and function. There may be multiple job titles.

4. Articulation – evidence should include:

Entry and exit points for career training and advancement this can include GED, ABE, HS Diploma, career advancement, etc.

Advanced education potential, from certification to AAS degree to bachelor’s degree

Identify audience for the certificate program, HS graduates, career changers, etc.

5. Credential – provide details

Is a credential required for this occupation? Is there a test required to earn the credential? If so, will this certificate prepare students to pass any required tests?

6. Cost to earn the certificate – evidence should include:

Tuition, fees, books, materials

Certification fee (May be outside institution)

Equipment students must purchase to prepare for and work in the industry

7. Advisory Committee-

Identify the advisory committee members: name, title, organization, email and phone contact if available (this information will be submitted to the state separate from the roadmap).

8. Roadmap draft –

Create a rough draft of the roadmap for the occupation, use arrows to identify connections or linkages. Include the entry point, certification(s), degree, transfer degree, certification, employment opportunities and salary range. Please see Roadmap Sample on our website or contact Curriculum Office for more guidance.

Helpful Hint:
Having your roadmap completed **prior** to attending the Degrees and Certificates Committee meeting can speed up the approval time tremendously. Please visit our website for more detailed instructions or contact the Curriculum Office for assistance.

BIOTECHNOLOGY PATHWAYS Bioscience Technology
Oregon Skill Set: Health Services

Step 2: Complete Forms

Once you have completed the design and development of the new degree or certificate, submit the forms to the Curriculum Office which will add the new degree or certificate to the next Degree and Certificate Committee agenda.

Please review these helpful hints prior to opening the forms. They will help guide the process.

1. Every submission is reviewed prior to being added to the agenda. Please submit the material early so that the specialist has time to review the request and consult with you should there be questions.
2. Complete every section of the request, it will not move forward if not completed.
3. Section #3, please add the total number of credits listed and confirm that the total is correct.
4. Section #4, it is most likely the answer is no, unless this degree or certificate is due to PCC's membership of a statewide community college consortium to offer the SAME programs.
5. A New Degree form is different than a New Certificate form. Make sure you complete the appropriate form.

Keep submission deadlines in mind - For detailed information, view the timeline for DAC submissions in the timeline section.

6. The curriculum specialist is available to assist you during this process, please contact her at davonna.livingston@pcc.edu or 971-722-7811.

Choose the appropriate form(s):

- New AAS Degree or Degree Option
- New Certificate
- New Degree/Certificate - Signature page
- Related Instruction Template (certificates 45-108 credits)
- Career pathway roadmap (for career pathway certificates only)
- Eligible Training Provider Application
- Consent Agenda

Open and save the word document to your desktop. When complete submit the forms to dac@pcc.edu. The curriculum specialist will contact you should there be questions.

Plan to attend the next Degree and Certificate Committee meeting. Please see the timeline section of the handbook.

Step 3: Gather Signatures

Download and print the signature page. Collect signatures from the SAC Chair and the SAC Administrator then submit the signature page and the new degree or certificate request to the Curriculum Office via intercampus mail.

Be aware, the submission will not be added to the agenda until the completed signature and supporting materials are received. See submission deadlines for DAC Committee meetings in the timelines and deadlines section of the handbook.

Step 4: Committee Review

The Degree and Certificate Committee, represented by CTE and LDC faculty and administrators, review each degree and/or certificate submission. They review for clarity, consistency and to ensure that it meets PCC standards and is aligned with the college's mission. The Committee Chair is available for consultation if there are questions about the process.

Once the new or revised degree or certificate goes before the committee, several things may happen. The degree or certificate may be:

- Recommended for approval
- Amended and recommended for approval
- Postponed for further review

Recommended for Approval & Amended and Recommended for Approval

Approved and approved as amended move forward in the review process. The Degree and Certificate Committee chair will sign the signature page and it will be forwarded to the EAC, Dean of Instruction, Campus President, and the Vice President for Academic and Student Affairs for review and recommendation (allow 8-12 months). New degrees and certificates move forward through an extended review process. Revised degree and certificates follow an abbreviated review process (allow 3-4 months). Should any of the reviewers have questions about the degree or certificate, the review process may take more time than anticipated.

Postponed for Further Review

Degrees or Certificates which are postponed typically must go back to the department or SAC for a revision or clarification. Postponed submissions must be submitted again in order to be placed on the next agenda.

Helpful Hint: Make sure that both the Current Section and the Proposed Section contain the **correct** coursework. Unless there have been changes made previously in the academic year, the “Current Coursework” is what is found in the current catalog. Please contact the Curriculum Office if you have questions about filling out the forms.

Current Coursework			Proposed Coursework		
CIS 122	Software Design	4	CIS122	Software Design	4
CIS133J	Java Programming I	4	CIS133J	Fun with Lava Java	3
CIS233J	Java Programming II	4	CIS233J	Java Programming II	4
CIS234J	Java Programming III	4	CIS234J	Java Programming III	4
Total		16	Total		15

The above is a hypothetical title change for the CIS 133J course. Note how it is listed currently in the 2010-2011 catalog and then listed again showing its new title and credit change with both courses highlighted.

Step 5: State Approval

The Oregon Board of Education by way of the Office of Community College and Workforce Development (CCWD) office must review and approve all new degrees, degree options and certificates. The process requires collaboration between the staff of the Curriculum Office and the faculty who initiated the program(s). For each new degree or certificate the college must submit:

Notice of Intent:

This is to inform private and public colleges of the new program and is due to the State by the first Friday of the month.

Labor Market Information:

This is where we identify labor market needs, employment projection, and average salary.

Program Application:

Complete details about the program must be submitted: description, all courses, program prerequisites and other details such as alignment with Workforce Development, etc. The Education Specialists at CCWD prepares an abstract for the Board of Education to review.

It takes approximately 8-9 months to complete the entire process from the time that the Degrees and Certificate Committee make their recommendation to the point that the program and the new courses can be offered.

Final Approval

After the Board of Education reviews and approves the program the President of PCC is sent an official approval letter. Once final approval is received from the state, the Curriculum Office puts the new degree or certificate into the next catalog, and the program can now be advertised, included in the web application list, and promoted on the web.

Helpful Hint:

Adverse impact occurs when a new degree or certificate could negatively impact the enrollment of a neighboring college that offers a similar degree or certificate. This can seriously slow down the approval process. This can be avoided by investigating which colleges might offer a similar degree or certificate in the surrounding area.

PCC Focus Awards Review

Focus awards are recognition of a student's achievement in a particular lower division collegiate interest area.

Focus awards are a way for students to deepen their knowledge of a particular subject area. Students take courses that address a topic, theme, or geographical area from different perspectives. Such a cluster of courses can also demonstrate a student's area of interest to a transfer institution. The focus award may give transfer students a head start on a major. Focus awards boost retention by encouraging students to develop relationships with faculty in the interest area that extend beyond a single course.

Focus awards do not have the profile or the official sanction of the state. They are not processed through the graduation office and do not appear on a student's transcript. They do, however, enhance a student's learning and demonstrate an interest and commitment on the part of the student. Faculty find that they can write much stronger letters of recommendation for students who have completed a focus award. Currently, there are focus awards in Peace and Conflict Studies, Creative Writing, Journalism, Women's Studies, Asian Studies, and Health Studies.

Development of Focus Awards

Focus award development is a faculty-driven process and has three broad developmental phases. In the initial phase, interested faculty gather and examine the relationship of their courses to one another. If there is a critical mass of courses, they consider defining one or more clusters of courses students could complete to earn a focus award.

In the next phase, faculty seek administrative support for the focus award. Administrative support includes, but is not limited to: administering the logistics of the focus award (when students are ready to have their work recognized, they go to the division office. Their transcript is reviewed. A student who has met the requirements is then given a focus award proclamation, documenting their accomplishment), assisting faculty in addressing the guidelines listed below, and providing financial support for brochures or other advertising/marketing ideas.

In the final phase, the faculty group presents the focus award to the EAC Degrees and Certificates Committee.

Upon successful completion of the internal review process, the focus award is placed in the following year's catalog.

Focus Award Guidelines

1. Focus awards are developed and maintained by full-time faculty. Faculty identify courses addressing a theme or geographical area and lay out possible combinations of courses students can complete to earn the award. Faculty take the lead in advising students pursuing the award, as well as meeting on a regular basis to review courses to be used for meeting award requirements, and review requests to add or delete courses to the list.
2. Focus awards have a minimum of 12 credits
3. Required courses should complement AAOT, AS, and/or OTM criteria.

4. Discussions and agreements must be secured between PCC and one or more of PCC's transfer institutions as to the purpose and function of the focus award. The focus award needs to connect with a major at one or more of PCC's transfer institutions. Ideally, students would have specific contact information at the transfer institution where they could pursue their interest. PCC faculty should not only review course requirements with 4-year colleagues but should also explore ways in which students can be "handed off" to the major program there and seek specific scholarship opportunities
5. Courses required may be taken at more than one PCC location and/or are offered by several modalities.
6. Written material describing the focus award must clearly state that this is not a certificate or degree and is thus not officially sanctioned by the State. It also identifies an administrative office (s) for student contact, program award tracking and conferring.
7. Proposals for new focus awards are submitted to the Degrees and Certificates Committee for review.

Focus Awards

Currently PCC offers seven Focus Awards in:

Asian Studies
Creative Writing
Communication Studies
Health Studies
Peace and Conflict
Performing Arts
Women's Studies

New and Revised AAS Degrees and Certificates 2010-2011 Timeline For Approval and Catalog Inclusion

Month Passed Curriculum and/or Degree/Certificate Committee	Available to Award: Revised Degrees or Certificates	Available to Award: New Degrees or Certificates	Available in Catalog: New and Revised Degrees, Certificates
February 2010	Winter 2011	Winter 2011	2011-2012
March 2010	Winter 2011	Winter 2011	2011-2012
April 2010	Winter 2011	Winter 2011	2011-2012
May 2010	Winter 2011	Spring 2011	2011-2012
June 2010	Winter 2011	Spring 2011	2011-2012
July 2010			
August 2010			
September 2010			
October 2010 Last date for new AAS degrees, new degree options of existing AAS degrees and new certificates to be included in the 2011- 2012 catalog	Spring 2011	Fall 2011	2011-2012
November 2010	Summer/Fall 2011	Fall 2011	2011-2012 Revisions only 2010-2013 New
December 2010	Summer/Fall 2011	Fall 2011	2011-2012 Revisions only 2010-2013 New
January 2011 Last date for new/revised courses and revised degrees to be included in 2011-2012 catalog	Summer/Fall 2011	Fall 2011	2011-2012 Revisions only 2010-2013 New
February 2011	Winter 2012	Winter 2012	2012-2013
March 2011	Winter 2012	Winter 2012	2012-2013
April 2011	Winter 2012	Winter 2012	2012-2013
May 2011	Winter 2012	Spring 2012	2012-2013
June 2011	Winter 2012	Spring 2012	2012-2013
July-September No Mtgs			

Submission Deadlines for Curriculum Committee and Degree/Certificate Committee		
Degree and Certificate Committee		
Electronic Request	Signature Page	Meeting Date
24-Sep-2010	1-Oct-2010	13-Oct-2010
22-Oct-2010	29-Oct-2010	10-Nov-2010
12-Nov-2010	19-Nov-2010	1-Dec-2010
24-Dec-2010	31-Dec-2010	12-Jan-2011
24-Dec-2010	31-Dec-2010	19-Jan-2011*
21-Jan-2011	28-Jan-2011	9-Feb-2011
18-Feb-2011	25-Feb-2011	09-Mar-2011
25-Mar-2011	1-Apr-2011	13-Apr-2011
22-Apr-2011	29-Apr-2011	11-May-2011
13-May-2011	20-May-2011	1-Jun-2011
*The January 19th meeting will be scheduled on an as needed basis.		
Curriculum Committee		
Electronic Request	Signature Page	Meeting Date
17-Sep-2010	24-Sep-2010	6-Oct-2010
15-Oct-2010	22-Oct-2010	3-Nov-2010
12-Nov-2010	19-Nov-2010	1-Dec-2010
10-Dec-2010	17-Dec-2010	5-Jan-2011
10-Dec-2010	17-Dec-2010	12-Jan-2011*
14-Jan-2011	21-Jan-2011	2-Feb-2011
11-Feb-2011	18-Feb-2011	2-Mar-2011
18-Mar-2011	25-Mar-2011	6-Apr-2011
15-Apr-2011	22-Apr-2011	4-May-2011
13-May-2011	20-May-2011	1-Jun-2011
*The January 12th meeting will be scheduled on an as needed basis.		

Standardized Language Guidelines for Prerequisites and Co-requisites

This guide will provide PCC faculty and advisors with some general guidelines and language standardization for writing and interpreting Prerequisites and Co-requisites.

Prerequisite Standards of Practice:

Satisfactory completion is letter grade C or P. Exceptions to this rule must be clearly identified by the SAC. Completing a higher level class in reading, writing and math, generally satisfies the prerequisite requirement. PCC practice of the ('higher' rule) is the 'higher' refers only to a course(s) for which the prerequisite is required at some point. Exceptions to this rule should be identified by the SAC. The goal is to balance clarity with quantity of information included in the catalog description. Instructors can always override a prerequisite in their academic department

Catalog language	What this means to students, faculty, advisors and banner		
Registration open to those who have:			
Prerequisite	Placed into		Completed
WR 115, RD 115, and MTH 20 or equivalent placement test score	WR 121, and (out of) RD 115, and MTH 60 or higher	or or or	WR 115 or higher, and RD 115 or higher, and MTH 20 or higher The SAC must identify exceptions to the 'higher' rule
ESOL 250 or Reading COMPASS ESOL equivalent placement test score	COMPASS ESOL test score 89-95 or higher	or	ESOL 250 with a C or better
MTH 60 or equivalent placement test score	MTH 70	or	MTH 60 or higher The SAC must identify exceptions to the 'higher' rule
WR 115, RD 115 or equivalent placement test scores	WR 121, and (out of) RD 115	or or	WR 115 or higher, and RD 115 or higher The SAC must identify exceptions to the 'higher' rule

Catalog copy	Banner information
Prerequisite	Registration open to those who have completed
AVS 125 or AVS 123	Either course and their prerequisites. There is no placement test option or another AVS course which can be substituted.
MTH 95 (requiring a lower level course without accepting a placement test score or higher level course may have financial aid implications for the student)	MTH 95. A higher placement test score or MTH course will not satisfy the requirement.
BI 112 or (BI 211 and BI 212)	The single course BI 112 or both courses within the parentheses (BI 211 and BI 212)
(BIT 109 or BIT 110) AND (BI 112 or CH 100 or higher) or instructor permission.	One course within each set of parentheses or with instructor permission. The “or higher” refers only to a course(s) for which CH 100 is a prerequisite. Faculty should identify exceptions to the ‘higher’ rule.
CH 222	CH 222 and its prerequisites
Prerequisite/Concurrent BIT 110	Meaning Open to those who have completed BIT 110 or are currently enrolled in BIT 110
Co-requisite	Meaning
AVS 107	Student must be currently enrolled in AVS 107 in order to take the course

The default for ‘or higher’ for the standard prerequisites follows. If you would like a different ‘or higher’ sequence please identify the exceptions to this list.

Subject	Higher number course which will satisfy the prerequisite requirement	Exceptions
Reading 115	117	116
Writing 115	117, 121, 122, 123, 185, 222, 227, 240, 241, 242, 243	180
Math 20	30, 60, 61, 62, 63, 65, 70, 91, 92, 95, 105, 111B, 111C, 211, 212, 213, 231, 232, 241, 243, 244, 251, 253, 525, 256, 254, 261	21C, 22, 22C, 23C, 24C, 25C, 26C. 27C, 93

What is the difference between a prerequisite, a co-requisite and concurrent enrollment?

Pre-requisite is a course that must be taken prior to registering for the course. **Prerequisite/concurrent** must either be taken prior to or during the same term as the course. **Co-requisite** must be taken during the same term as the course. These three types of restrictions are Banner-enforced.

Recommendations such as computer literacy or good academic standing may be written into the course description, they cannot be enforced by Banner, so they are used as a guide for students only.

GLOSSARY

Adult Continuing Education Courses (ACE): ACE courses must be approved by CCWD before the course can be offered.

Career Pathway Certificate 12-44 credits, and is wholly contained within a certificate of 45 credits or more or an associate degree program, requires a roadmap.

Career Technical Education Course (CTE): Courses intended to apply directly to a career technical degree or certificate. CTE courses must be attached to an approved degree or certificate. The course will receive simultaneous approval with the degree or certificate by the CCWD or the Board of Education.

Course Content Outcome Guide (CCOG): The Course Content and Outcomes Guide (CCOG) is a guide for faculty that expresses all of the elements that are deemed critical to the “identity” of the course

Embedded Related Instruction: Used when a portion of a course is used to meet the related instruction requirement. The student learning hours may be split across multiple areas as indicated in the CCOG, outcomes and/or course content (themes, concepts, issues and skills).

Experimental Course: Course intended to introduce new material on a trial basis (two times only in a 15 month period).

Lower Division Colligate Course (LDC): Courses intended to be used toward a degree transfer, general education and/or cultural literacy designation. LDC courses must be reviewed and approved by CCWD before they can be scheduled or listed in the catalog.

Occupational Preparatory Courses: Occupational Preparatory courses must be approved by the CCWD Education Specialist before the course can be offered.

Occupational Supplemental Courses (CEU): CEU courses do not require state approval prior to scheduling the course

Related Instruction: Required for certificates with 45 credits or more and must include a recognizable body of instruction in program related areas of communication, computation and human relation.

Stand-alone Course: Course not a part of a degree or certificate; they may be credit or non-credit.

Stand Alone Related Instruction: The use of existing credit courses (must be 100 level or above) to address one or more of the program related areas communication, computation and/or human relations.

Student Learning Outcomes: Three to six statements that describe the skills mastered, concepts understood and knowledge acquired from a course.

Webforms: Program used by the State (CCWD) to track all courses, degrees and certificates offered by community colleges in Oregon.

Related Certificate: A related certificate is defined as relating to an existing AAS degree or existing certificate and has the same CIP code. It is composed of courses wholly contained within the base AAS degree and/or certificate.

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