

# Portland Community College Curriculum Handbook

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*"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

## **Curriculum Support Services**



# Quick Guide for New and Revised Degrees, Certificates & Courses

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# COURSE OVERVIEW

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## 1. Types of Courses

- A. Career Technical Education (CTE): Courses intended to apply directly to a career technical degree or certificate.
- B. Lower Division Collegiate (LDC): Courses intended to be used towards degree transfer.
- C. Experimental Courses: All programs are authorized to offer experimental course for the purpose of introducing new material on a trial basis.
- D. Stand-alone courses: Courses are not part of a degree or certificate and can be credit, CEU or non-credit.

## 2. Course designations that may be added to approved LDC courses:

- A. General education designation: Allows the course to meet the general education requirement of the:
  - Associate of Applied Science Degree
  - Associate of Science Degree,
  - Associate of Arts Oregon Transfer Degree
  - Associate of Science Oregon Transfer-Business Degree
  - Associate of General Studies Degree
- B. Cultural literacy designation: This designation is in the process of being updated by the State. Please contact the Curriculum Office for the most current information.

# **NEW COURSE OVERVIEW**

## **CAREER TECHNICAL EDUCATION (CTE)**

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Below is an overview of the curriculum process. The pages that follow contain detailed information about the procedures for initiating new and revised curricula, degrees and certificates.

1. Course overview
  - A. New course development
  - B. Types of courses
2. Development of Course Content Outcome Guides (CCOG)
  - A. Intent of CCOGs
  - B. Information needed for CCOGs
  - C. Posting and viewing CCOGs
  - D. Comprehensive information
3. Complete and submit the required course forms found on Curriculum Committee website
  - A. Form Submission Process
  - B. Comprehensive information
4. Complete and submit the required degree/certificate revision forms or the new degree/certificate forms found on the Degree and Certificate Committee website
  - A. Form submission process
5. Helpful Hints
  - A. Impact on degrees and certificates
  - B. Outcomes
  - C. Requisites
  - D. Related instruction
6. Attend the Curriculum Committee meeting the month your course is on the agenda.
  - A. Curriculum Committee review
  - B. Comprehensive information

7. Be aware of the internal and external approval process and timelines.

- A. Implementation timeline
- B. Signatures
- C. Course availability
- D. New degree/certificate timeline
- E. Catalog
- F. CTE degree/certificate process
- G. Comprehensive information

# DETAILED INFORMATION ON THE CTE NEW COURSE PROCESS

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## 1. Course Overview

A. New credit course development begins with faculty. The SAC approves the CCOG of a new course. A designated faculty member, usually the SAC Chair, guides the new course through the College approval process.

## B. Types of Courses

I. Career Technical Education (CTE): Courses intended to apply directly to a career technical degree or certificate.

1. Reasons for a new CTE course include, but are not limited to:

- Results of a program/discipline review
- Advisory Committee recommendation
- Course modification to a new or existing degree/certificate
- Course inclusion in a new or existing degree/certificate

II. Experimental - All programs are authorized to offer experimental courses for the purpose of introducing new material on a trial basis. The following designations shall be used: XX 199X or XX 299X Course Title (e.g. ART 299B History of Photography). Experimental courses shall be approved by the appropriate SAC, the SAC's administrative support person, and the Dean of Instruction responsible for the SAC. A course outline, including the course description and learning outcomes, must be filed with the Curriculum Office. Course requests are placed on the Curriculum Committee agenda. Faculties are not required to attend the meeting.

Experimental courses may be offered a maximum of two terms, after which the course must be submitted to the committee for review through the normal approval process. Material may only be offered as a conventionally numbered course that has been

approved following the normal course approval process. These two terms must occur within a single 15-month period.

Except as provided in the *Granting Degrees and Certificates Policy*, degree and certificate candidates shall be limited to the use of 9 credits of experimental courses in their degree or certificate requirements.

## 2. Development of CCOGs

### A. What is the intent of the CCOG?

- I. The CCOG is a document that is meant primarily as a guide for the full time or part time faculty. Faculty members can clearly see what the SAC intends for the course in terms of both student learning outcomes and content. If the SAC feels that certain activities or design elements are critical, they can include them in this document. The CCOG becomes a directive to instructors, so that they know what content/outcomes are expected, and also suggesting (directly or by omission) what aspects are left to the faculty member's discretion. Although meant as a guide for faculty, the CCOGs are public, and can be accessed by students or by colleagues inside or outside the college. This information also forms the basis for filling out the Curriculum Committee forms.

### B. Information needed for CCOG (Please see the section on Helpful Hints)

- Course Number
- Course Title
- Credits
- Hours per Term
- Lecture Hours (definition and credit calculation)
- Lec-Lab Hours
- Lab Hours
- Special Fee
- Course Description for Publication
- Prerequisites, Co-Requisites, Concurrent and Recommended
- Addendum to the Description

- Intended Outcomes for the Course
- Course Activities and Design
- Assessment of Outcomes
- Course Content: Themes, Concepts, Issues and Skills
- Related instruction

C. Posting and viewing your CCOG

- I. All CCOGs are posted to a publicly accessible website. There is an online CCOG management tool that is used to manage this process. New CCOGs must first be approved by the Curriculum Committee in order to be viewed or changed in the CCOG management tool. Once the Curriculum Committee has approved the CCOGs, the Curriculum Office will set up the CCOGs in the CCOG management online tool. After it is setup, the SAC chair can access the CCOG. SAC chairs have all been given access for the CCOG tool. If your SAC chair does not have access, please have them contact the Curriculum Office.
  
- II. How to get in to make changes after the Curriculum Office sets up the draft.
  1. Login to MyPCC ([my.pcc.edu/cp/home/displaylogin](http://my.pcc.edu/cp/home/displaylogin))
  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.

D. For comprehensive information go to:

**([www.pcc.edu/resources/academic/ccog/index.html](http://www.pcc.edu/resources/academic/ccog/index.html))**

3. Complete and submit the required course forms found on Curriculum Committee web site

A. Form submission process

I. Complete:

1. Complete and save the New CTE Form, and related instruction form if needed.

2. Download and print the corresponding Signature Page.

*Note: The Signature Page & Cost Impact Form will need to be signed by the SAC Chair and SAC Administrative Support.*

## II. Submit

1. Submit the completed New CTE form as an email attachment to **curriculum@pcc.edu**
2. Staple the signed Signature Page & Cost Impact Form to a hard copy of the New CTE Form
3. Send all forms to Curriculum Office via intercampus mail.

- B. For comprehensive information go to:

**[www.pcc.edu/resources/academic/eac/curriculum/curr-quick-guide.html](http://www.pcc.edu/resources/academic/eac/curriculum/curr-quick-guide.html)**

The Curriculum Specialist will review the new course. If everything is complete and signature pages are received, it is put on the Curriculum Committee agenda. If there are questions concerning the course, a Curriculum Specialist will contact you.

4. Complete and submit the required degree/certificate revision forms or the new degree/certificate forms found on the Degree and Certificate Committee web site

- A. Form submission process – See the New or Revised Degree/Certificate section of this handbook.

## 5. Helpful Hints

The following information will be helpful as you develop your new course.

### A. Impact on degrees and certificates

- I. All CTE courses need to be part of a degree or certificate. The degree or certificate must be approved by PCC and the State before the course can be taught.

### B. Outcomes

- I. In general a course should be described in three to six outcomes statements.

- II. 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.
- III. Skills and competences can be mastered by repetition; outcomes are more complex, and speak to the aggregate of skills mastered, concepts understood, and knowledge acquired.
- IV. Two courses will not have identical sets of outcomes, unless cross listed.
- V. 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.
- VI. 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.

#### C. Requisites

- I. Pre-requisite is a course that must be taken prior to registering for a course.
- II. A course listed as prerequisite/concurrent must either be taken prior to or during the same term as the course. A co-requisite must be taken during the same term as this course.
- III. Pre-requisites, concurrent and co-requisite restrictions are Banner enforced. For this reason, it is not possible to use prerequisites such as: “computer literacy” or “good academic standing.” In order for Banner to regulate who can enroll, more explicit instructions (test scores or courses completed) must be given.

*Example: If you want students to have MTH 65 skills for your course, then you would state: Prerequisite: MTH 65 or higher, or placement into MTH 95 or higher. The “or higher” is important because if a student placed into MTH 251, Banner would not allow the student to register.*

*Note: Recommendations may be written into the course description, but will not be enforced by Banner for student registration. It is more informational, giving guidance to students.*

*The recommendation can be more flexible in how it is worded. It is, however, wise to avoid calling something a “prerequisite” when it is listed in the Recommendation line.*

#### D. Related instruction

- I. The Oregon State Accreditation Board 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, and 3) human relations. PCC refers to this requirement as related instruction. This is different than AAS degrees where the related instruction requirement is fulfilled by 16 credits of general education, with a minimum of four credits in each distribution area.
- II. Please see the related instruction section of this handbook if the new course will be used to fulfill a related instruction requirement for a certificate.

6. Attend the Curriculum Committee meeting the month your course is on the agenda.

- A. The Curriculum Committee will review the required information provided in the request form. Please have a representative on hand to answer any questions the committee may have.
- B. For comprehensive information go to:  
**[www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html](http://www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html)**

7. Be aware of the internal and external approval process and timelines.

- A. Implementation Timeline - The approval process for new courses is around 6 months if no delays are encountered. See timeline sheet at the end of this handbook.
- B. Signatures - After the Curriculum Committee reviews and recommends for approval, the course requests are then reviewed and recommended by the Dean of Instruction, and Campus President. Finally, the course request is reviewed and approved by the VP of Academic and Student Affairs.
- C. Course Availability - When the signature pages with the appropriate approvals are returned to the Curriculum Office, the approved change(s) will be entered into Banner, into the State Webforms system and into

PCC's electronic CCOG tool, creating a new draft document, and the SAC will be notified.

- D. New Degree/Certificate Timeline - Courses which are part of a new degree or certificate must be submitted by the September deadline for the October meeting in order to be taught fall term of the following year. See timeline sheet at the end of this handbook.
- E. Catalog - For the course to be included in the following year's catalog, the course must be submitted before the **January Curriculum Committee agenda deadline**.
- F. CTE Degree/Certificate Process - All CTE courses must be part of a degree or certificate either as a program requirement or as an elective. Once the course is recommended for approval by the Curriculum Committee, the degree or certificate will need to be revised and presented for approval to the Degrees and Certificate Committee and to the State.
- G. Comprehensive Information - For comprehensive information go to: **[www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html](http://www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html)**

# **NEW COURSE OVERVIEW**

## **LOWER DIVISION COLLEGIATE (LDC)**

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Below is an overview of the curriculum process. The pages that follow contain detailed information about the procedures for initiating new and revised curricula, degrees and certificates.

1. Course Overview
  - A. New course development
  - B. Types of courses
  
2. Development of Course Content Outcome Guides (CCOG)
  - A. Intent of CCOGs
  - B. Information needed for CCOGs
  - C. Posting and viewing CCOGs
  - D. Comprehensive information
  
3. Complete and submit the required course forms found on Curriculum Committee web site
  - A. Form Submission Process
  - B. Comprehensive information
  
4. Helpful Hints
  - A. Transferability
  - B. Outcomes
  - C. Requisites
  
5. Attend the Curriculum Committee meeting the month your course is on the agenda
  - A. Curriculum Committee Review
  - B. Comprehensive information

6. Be aware of the internal and external approval process and timelines

- A. Implementation timeline
- B. Signatures
- C. LDC State process
- D. Course availability
- E. Catalog
- F. Comprehensive information

## DETAILED INFORMATION ON THE LDC NEW COURSE PROCESS

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### 1. Course Overview

A. New credit course development begins with faculty. The SAC approves the CCOG of a new course. A designated faculty member, usually the SAC Chair, guides the new course through the PCC approval process.

### B. Types of Courses

I. Lower Division Collegiate (LDC): Courses intended to be used towards degree transfer.

1. Course designations that may be added to approved LDC courses:

a. General Education designation: The General Education designation allows the course to meet a general education requirement of the:

- Associate of Applied Science Degree
- Associate of Science Degree
- Associate of Arts Oregon Transfer Degree
- Associate of Science Oregon Transfer-Business Degree
- Associate of General Studies Degree

b. Cultural Literacy Designation: - Please contact the Curriculum Office for the most current information. This designation is in the process of being updated by the State.

III. Experimental - All programs are authorized to offer Experimental Courses for the purpose of introducing new material on a trial basis. The following designations shall be used: XX 199X or XX 299X Course Title (e.g. ART 299B History of Photography). Experimental Courses shall be approved by the appropriate SAC, the SAC's Administrative Support person, and the Dean of Instruction responsible for the SAC. A course outline, including the course description and learning outcomes, must be filed with the

Curriculum Office. Course requests are placed on the Curriculum Committee agenda. Faculties are not required to attend the meeting.

Experimental Courses may be offered a maximum of two terms, after which the course must be submitted to the committee for review through the normal approval process. Material may only be offered as a conventionally numbered course that has been approved following the normal course approval process. These two terms must occur within a single 15-month period.

Except as provided in the *Granting Degrees and Certificates Policy*, degree and certificate candidates shall be limited to the use of 9 credits of Experimental Courses in their degree or certificate requirements.

## 2. Development of CCOGs

### A. What is the intent of the CCOG?

- I. The CCOG is a document that is meant primarily as a guide for the full time or part time faculty. Faculty members can clearly see what the SAC intends for the course in terms of both student learning outcomes and content. If the SAC feels that certain activities or design elements are critical, they can include them in this document. The CCOG becomes a directive to instructors, so that they know what content/outcomes are expected, and also suggesting (directly or by omission) what aspects are left to the faculty member's discretion. Although meant as a guide for faculty, the CCOGs are public, and can be accessed by students or by colleagues inside or outside the college. This information also forms the basis for filling out the Curriculum Committee forms.

### B. Information needed for CCOG (Please see the section on Helpful Hints)

- Course Number
- Course Title
- Credits
- Hours per Term
- Lecture Hours (definition and credit calculation)

- Lec-Lab Hours
- Lab Hours
- Special Fee
- Course Description for Publication
- Prerequisites, Co-Requisites, Concurrent and Recommended
- Addendum to the Description
- Intended Outcomes for the Course
- Course Activities and Design
- Assessment of Outcomes
- Course Content: Themes, Concepts, Issues and Skills
- Related instruction

#### C. Posting and viewing your CCOG

- I. All CCOGs are posted to a publicly accessible website. There is an online CCOG management tool that is used to manage this process. New CCOGs must first be approved by the Curriculum Committee in order to be viewed or changed in the CCOG management tool. Once the Curriculum Committee has approved the CCOGs, the Curriculum Office will set up the CCOGs in the CCOG management online tool. After it is setup, the SAC chair can access the CCOG. SAC chairs have all been given access for the CCOG tool. If your SAC chair does not have access, please have them contact the Curriculum Office.
  
- II. How to get in to make changes after the Curriculum Office sets up the draft.
  1. Login to MyPCC ([my.pcc.edu/cp/home/displaylogin](http://my.pcc.edu/cp/home/displaylogin))
  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

#### D. For comprehensive information go to:

**([www.pcc.edu/resources/academic/ccog/index.html](http://www.pcc.edu/resources/academic/ccog/index.html))**

3. Complete and submit the required forms found on the Curriculum Office web page

A. Form submission process

I. Complete:

1. Complete and save the New LDC Form and related instruction form if needed
2. Download and print the matching Signature Page

*Note: The Signature Page & Cost Impact Form needs to be signed by the SAC Chair and SAC Administrative Support.*

II. Submit

1. Submit the completed New LDC form as an email attachment to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)
2. Staple the signed Signature Page & Cost Impact Form to a hard copy of the New LDC form
3. Send all forms to Curriculum Office via campus mail

B. For comprehensive information go to:

**[www.pcc.edu/resources/academic/eac/curriculum/curr-quick-guide.html](http://www.pcc.edu/resources/academic/eac/curriculum/curr-quick-guide.html)**

The Curriculum Specialist will review the new course. If everything is correct, it is put on the Curriculum Committee agenda. If there are questions concerning the course, a Curriculum Specialist will contact you.

4. Helpful Hints

The following information will be helpful as you develop your new course.

A. Transferability

- I. All LDC courses must show transferability by at least 2 collegiate institutions. The course could either be a direct equivalent or an elective course. LDC courses must be reviewed and approved by the State before they can be included in the schedule of classes.

## B. Outcomes

- I. In general a course should be described in three to six outcomes statements.
- II. 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.
- III. Skills and competences can be mastered by repetition; outcomes are more complex, and speak to the aggregate of skills mastered, concepts understood, and knowledge acquired.
- IV. Two courses will not have identical sets of outcomes, unless cross listed.
- V. 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.
- VI. 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.

## C. Requisites

- I. Pre-requisite is a course that must be taken prior to registering for this course.
- II. A course listed as prerequisite/concurrent must either be taken prior to or during the same term as the course. A co-requisite must be taken during the same term as this course.
- III. By virtue of being approved for the Gen Ed list, it will have, as a default, the following prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites that are in place will remain. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form. To have the General Education designation; fill out the General Education Distribution List request form found on the Curriculum Page.

- IV. These three kinds of restriction are Banner-enforced. For this reason, it is not possible to use prerequisites such as: “computer literacy” or “good academic standing” In order for Banner to regulate who can enroll, more explicit instructions (test scores or courses completed) must be given.

*Example: If you want students to have MTH 65 skills for your course, then you would state: Prerequisite: MTH 65 or higher, or placement into MTH 95 or higher. The “or higher” is important because if a student placed into MTH 251, Banner would not allow the student to register.*

- V. Recommendations may be written into the course description, but will not be enforced by Banner for student registration. It is more informational, giving guidance to students. The recommendation can be more flexible in how it is worded. It is, however, wise to avoid calling something a “prerequisite” when it is listed in the recommendation line.

5. Attend the Curriculum Committee meeting the month your course is on the agenda.
  - A. The Curriculum Committee will review the required information provided in the request form. Please have a representative on hand to answer any questions the committee may have.
  - B. For comprehensive information go to:  
**[www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html](http://www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html)**
6. Be aware of the internal and external approval process and timelines.
  - A. Implementation Timeline - The approval process for new courses is around 6 months if no delays are encountered. See timeline sheet at the end of this handbook.
  - B. Signatures - After the Curriculum Committee reviews and recommends for approval, the course requests are then reviewed and recommended by the Dean of Instruction and Campus President. Finally, the course request is reviewed and approved by the VP of Academic and Student Affairs.

- C. LDC State Process - When the signature pages with the appropriate approvals are returned to the Curriculum Office, the Curriculum Office submits the change(s) to the State Dept. of Education for approval.
- D. Course Availability - After the State (LDC only) approves the course and the signature pages are returned, the Curriculum Office will enter the approved change(s) into Banner, into the State Webforms system and into PCC's electronic CCOG Tool.
- E. Catalog - For the course to be included in the following year's catalog, the course must be submitted before the **January Curriculum Committee agenda deadline**.
- F. For comprehensive information go to:  
**[www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html](http://www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html)**

## NEW COURSES OTHER

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### A. Detailed information on the stand-alone course process:

#### I. Types of stand-alone courses

- Occupational Preparatory
- Occupational Supplementary
- Adult & Continuing Education (ACE)
- Other Education

- II. Occupational Preparatory courses – designed to build knowledge and skills for employment in an area not within an existing PCC approved program. Credit for the occupational preparatory course can range from one – 11 credits. Clock hours can range from 10-210 hours and cannot exceed 210. A recognition award that indicates attendance or completion may be provided. State approval must be received before offering the course. Stand-alone occupational preparatory courses may not be supplementary, hobby or recreational.

Application process: Contact the curriculum office for an application and advising. The application, once completed, is submitted to the State for review and approval. The application requires internal approval from 1) the SAC Administrative Support, 2) the Curriculum Chair, and 3) Vice President Academic/Student Affairs.

- III. Occupational Supplemental – designed to upgrade skills of workers currently employed in the field. Occupational Supplemental courses can be offered as Continuing Education Units (CEU) or clock hours. The course should range between 1-210 hours in length and cannot exceed 210 hours. A recognition award that indicates attendance or completion may be provided. Does not need approval prior to offering.

Application process: Complete the CEU request available on the curriculum website.

- IV. Adult & Continuing Education (ACE) – 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. 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 CTE course request form available on the curriculum website.

- V. Other education – includes variety of special interest courses, often referred to as community education and self-improvement.

Application process: Contact the community education programmers for assistance.

## CAREER TECHNICAL EDUCATION & LOWER DIVISION COLLEGIATE COURSE REVISIONS

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Course revisions- Depending on what part of the course is being revised, it may or may not need college approval.

1. Determine the type of revision, whether Curriculum Committee recommendation is needed and whether a form is needed:

<b>Curriculum Committee approval and forms needed</b>	<b>Curriculum Committee approval not needed</b>	<b>Curriculum Committee approval not needed</b>
Curriculum forms needed	No form needed  Use CCOG tool to make changes	Form needed but not Curriculum Committee Approval. Once completed submit it to the Curriculum Office
<ul style="list-style-type: none"> <li>• Course subject</li> <li>• Course number</li> <li>• Title</li> <li>• Contact/Credit hours</li> <li>• Description</li> <li>• Requisites</li> <li>• Learning outcomes</li> <li>• General Education designation</li> <li>• Diversity designation</li> <li>• Related instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Description addendum</li> <li>• Assessment strategies</li> <li>• Course activities and design</li> <li>• Course content</li> </ul>	<ul style="list-style-type: none"> <li>• Inactivation</li> <li>• Distance Learning Modality</li> </ul>

2. **LDC only** - If you are revising an LDC course, please see the LDC New Course Section in this handbook. Specifically for types of course designations i.e. General Education and the Helpful Hints section.

### 3. Revising CCOGs

#### A. What is the intent of the CCOG?

- I. The CCOG is a document that is meant primarily as a guide for the Full Time or Part Time faculty. Faculty members can clearly see what the SAC intends for the course in terms of both student learning outcomes and content. If the SAC feels that certain activities or design elements are critical, they can include them in this document. The CCOG becomes a directive to instructors, so that they know what content/outcomes are expected, and also suggesting (directly or by omission) what aspects are left to the faculty member's discretion. Although meant as a guide for faculty, the CCOGs are public, and can be accessed by students or by colleagues inside or outside the college. This information also forms the basis for filling out the Curriculum Committee forms.

#### B. Information needed for CCOG

- Course Number
- Course Title
- Credits
- Hours per Term
- Lecture Hours (definition and credit calculation)
- Lec-Lab Hours
- Lab Hours
- Special Fee
- Course Description for Publication
- Prerequisites, Co-Requisites, Concurrent and Recommended
- Addendum to the Description
- Intended Outcomes for the Course
- Course Activities and Design
- Assessment of Outcomes
- Course Content: Themes, Concepts, Issues and Skills
- Related instruction

## C. Posting and viewing your CCOG

I. All CCOGs are posted to a publicly accessible website. There is an online CCOG management tool that is used to manage this process. New CCOGs must first be approved by the Curriculum Committee in order to be viewed or changed in the CCOG management tool. Once the Curriculum Committee has approved the CCOGs, the Curriculum Office will set up the CCOGs in the CCOG management online tool. After it is setup, the SAC chair can access the CCOG. SAC chairs have all been given access for the CCOG tool. If your SAC chair does not have access, please have them contact the Curriculum Office.

II. How to get in to make changes after the Curriculum Office sets up the draft.

1. Login to MyPCC ([my.pcc.edu/cp/home/displaylogin](http://my.pcc.edu/cp/home/displaylogin))
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.

D. For comprehensive information go to:

**([www.pcc.edu/resources/academic/ccog/index.html](http://www.pcc.edu/resources/academic/ccog/index.html))**

4. Complete and submit the required forms found on the Curriculum Committee website.

A. Form submission process

I. Complete:

1. Complete and save the appropriate form.
2. Download and print the matching Signature Page

*Note: The Signature Page & Cost Impact form needs to be signed by the SAC Chair and SAC Administrative Support.*

II. Submit:

1. Submit the completed form as an email attachment to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)
2. Staple the signed Signature Page & Cost Impact form to a hard copy of the form
3. Send all forms to Curriculum Office via campus mail.

B. For comprehensive information go to:

**[www.pcc.edu/resources/academic/eac/curriculum/curr-quick-guide.html](http://www.pcc.edu/resources/academic/eac/curriculum/curr-quick-guide.html)**

The Curriculum Specialist will review the revised course. If everything is correct, it is put on the Curriculum Committee agenda. If there are questions concerning the course, a Curriculum Specialist will contact you.

**CTE only** – In addition to the revised course form, **complete** and submit the required revised degree/certificate forms or the new degree/certificate forms found on the Degree and Certificate Committee web site. (Please see the CTE New course section of this Handbook)

5. Attend the Curriculum Committee meeting the month your course is on the agenda.
  - A. The Curriculum Committee will review the required information provided in the request form. Please have a representative on hand to answer any questions the committee may have.
  - B. For comprehensive information go to:  
**[www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html](http://www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html)**
6. Be aware of the internal and external approval process and timelines
  - A. Implementation Date - The approval process for revised courses is around 6 months if no delays are encountered. See timeline sheet at the end of this handbook.
  - B. Signatures - After the Curriculum Committee reviews and recommends for approval, the course requests are then reviewed and recommended by the Dean of Instruction and Campus President. Finally, the course request is reviewed and approved by the VP of Academic and Student Affairs.

- C. LDC State Process - When the signature pages with the appropriate approvals are returned to the Curriculum Office, the Curriculum Office submits the change(s) to the State Dept. of Education for approval.
- D. Course Availability - After the State (for LDC only) approves the course and the signature pages are returned (LDC and CTE), the Curriculum Office will enter the approved change(s) into Banner, into the State Webforms system and into PCC's electronic CCOG Tool.
- E. CTE Degree/Certificate Process - All CTE courses must be part of a degree or certificate either as a program requirement or an elective. Once the course is recommended for approval by the Curriculum Committee, the degree or certificate now needs to be revised and presented for approval with the Degrees and Certificate Committee and with the State.
- F. New Degree/Certificate Timeline - Courses which are part of a new degree or certificate must be submitted by the September deadline for the October meeting in order to be taught fall term of the following year. See timeline sheet at the end of this handbook.
- G. Catalog - For the course to be included in the following year's catalog, the course must be submitted before the **January Curriculum Committee agenda deadline**.
- H. For comprehensive information go to:  
**[www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html](http://www.pcc.edu/resources/academic/eac/curriculum/c-meeting.html)**

# NEW ASSOCIATE OF APPLIED SCIENCE DEGREES & CERTIFICATES OVERVIEW

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Below is an overview of the curriculum process. The pages that follow contain detailed information about the procedures for initiating new and revised curricula, degrees and certificates.

1. Contact the Curriculum Office to let them know that you are in the process of developing a new degree or certificate **dac@pcc.edu**
2. Meet with your advisory board
3. Determine what type of degree or certificate you want to develop
  - A. Associate of Applied Science Degree
  - B. Associate of Applied Science Degree Option
  - C. Less than one year certificate
  - D. Career pathway certificate
  - E. One year certificate
  - F. Two year certificate
4. Research
  - A. Labor Market
  - B. Duplication of other community college or private school programs
5. Determine the components in the degree or certificate
  - A. Outcomes
  - B. Courses
  - C. Related instruction- *certificates w/45 credits or more*
  - D. Prerequisites
  - E. *Roadmap-career pathway certificates only*
6. Complete and submit the required forms located on the Curriculum Office website
  - A. New Degree or New Certificate form
  - B. Signature Page

C. Related instruction form –*certificates w/45 credits or more*

7. Be aware of submission and approval timelines [www.pcc.edu/curriculum/](http://www.pcc.edu/curriculum/)
8. Prepare a 1-page handout to present to internal groups
9. Attend the committee meetings
10. Proceed with additional steps at the State level

The following people/committees need to recommend/approve and sign the Signature Page before the new degree or certificate can be submitted to the State:

- Degree & Certificate Committee
- Dean of Instruction
- Campus President
- Educational Advisory Council
- District President
- Vice President/ Academic & Student Affairs
- PCC Board of Directors (information only)

Once approved by PCC, it is sent to the Oregon Office of Community Colleges & Workforce Development (CCWD). The Curriculum Manager will work in collaboration with you on the forms to be submitted. The entire process takes approximately **8-12 months**.

## DETAILED INFORMATION ON THE NEW AAS DEGREE AND CERTIFICATE PROCESS

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1. Contact the Curriculum Office to let them know that you are in the process of developing a new degree or certificate

Development of new and revised AAS degrees and certificates occurs with the oversight of the discipline/program's SAC. New AAS degrees and certificates must have internal (PCC) and State approval before being offered or advertised. To assist in meeting State approval, a SAC representative must meet with the Curriculum staff before proceeding with the development of a new or revised AAS degree or certificate.

2. Meet with your Advisory Board

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

A. AAS Degree: Requires 90-108 credits including:

- I. Program requirements
- II. 16 credits of general education
- III. Writing 121 and Math 65 competencies- although these are competencies, you may include the course credits in the 90-108 credits for the degree. Be aware of the inclusion of MTH 65 as it is a sub-100 level course. See the section on Sub-100 level courses for more information.

*Note: Degrees can require over 108 credits if mandated by the State for licensing purposes.*

B. AAS Degree Option: Requirements are the same as the AAS degree above but, the option program has a specific emphasis in a related area. Seventy percent of course work in the degree option must be contained in the original AAS degree.

*Example: AAS degree in Building Construction has an option degree in Building Construction: Construction Management*

C. Less than one year certificate: 12-44 credits

D. Career pathway certificate: 12-44 credits, *pertains to a grouping of credits that are wholly contained in an approved Associate of Applied Science (AAS) Degree/Option or an independent certificate (45+ credits)*

E. One-year certificate: 45-60 credits

F. Two-year certificate: 61-108 credits

#### 4. Research

##### A. Labor Market

I. Is there a need for this type of training in the labor market? Gather information from the Oregon Labor Market **[www.qualityinfo.org/olmisj/OlmisZine](http://www.qualityinfo.org/olmisj/OlmisZine)**. This information is required for State approval. For PCC district data refer to Workforce Region 2.

II. If you are unable to locate labor market information because your degree is in an emerging field, other sources may be used such as, but not limited to:

- Employers
- Information from national conferences
- Advisory boards
- Statewide & national data

##### B. Duplication of other community college or private school programs

I. Will this degree or certificate impact other PCC programs? Have you contacted other departments? Will it impact programs at surrounding colleges and private career schools? Contact the Curriculum staff regarding a courtesy notification to local community colleges who may have an interest or a concern about your proposed degree or certificate.

## 5. Determine components of the degree and certificate

### A. Outcomes

Below is a series of questions that the Degrees and Certificates Committee members will consider when reviewing AAS Degree and Certificate outcomes, followed by sample outcome statements. Generally, the committee expects to see 3 to 10 outcomes per AAS degree and/or certificate, though the exact number of outcomes will depend, of course, on the specifics of your program.

- I. 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”.
- II. Do the outcomes describe what students can DO with what they know, rather than just identify what they know?
- III. Are the outcomes clear? Can the student understand them? Are they clear to faculty and to community and professional stakeholders?
- IV. Are the statements robust (complex) enough so that they encompass the essential content?
- V. Are the statements robust (complex) enough so that you can generate engaging assessment tasks and quality criteria for measuring attainment of the outcomes?
- VI. Do the course outcomes in the required course work align with the AAS degree and/or certificate outcomes? Is it clear how completion of the required course work leads to achievement of the program outcomes?
- VII. Do the AAS outcomes and certificate outcomes in the same program area distinguish differences between the degree and the certificate?
- VIII. Do the AAS degree and/or certificate outcomes meet all the college Core Outcomes?

## Sample AAS Degree & Certificate Outcome Statements

Original Outcome Statements	Outcomes rewritten, with external focus, by Dr. Ruth Stiehl
<ul style="list-style-type: none"> <li>• Understand professional and ethical responsibilities.</li> <li>• 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.</li> <li>• Demonstrate an understanding of the strategic marketing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Work within the ethical and professional parameters of (<i>program name</i>).</li> <li>• 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 in a (name) office</i>).</li> <li>• Apply the “strategic marketing process” to a specific product or service in a specific business environment.</li> </ul>

Please contact the Curriculum Coordinator for assistance with your outcome statements.

503-614-7812 or [curriculum@pcc.edu](mailto:curriculum@pcc.edu).

### B. Courses

- I. Course requests must be reviewed and recommended by the Curriculum Committee. A faculty member representing the course needs to attend the meeting to address any questions raised by the committee. Changes may be introduced in the submission at this point, if the representative can speak on behalf of the SAC.

The Curriculum Office posts the minutes of the meeting, which will reflect any changes that have been recommended.

- II. Sub-100 level courses

#### **Degrees:**

Sub 100 level courses cannot be used in the first 90 credits of an AAS degree.

*Example: If there are 90 credits required for your program and you have MTH 65 as a required course in your program, you actually only have 86 credits; the 4 credits of MTH 65 do not apply to the total. If your program required 94 credits and MTH 65 is a required course, you would be o.k. because after you subtract the 4 credits for MTH 65, you still have 90 credits in your program.*

### **Certificates:**

**Less than one year certificate (12-44 credits):** Sub 100 level credits cannot count towards the first 12 credits of the less than 1 year certificate.

**One year certificate (45-60 credits):** Sub 100 level credits cannot count towards the first 45 credits of the 1 year certificate.

*Example: If your certificate requires 45 credits which include MTH 65, the 4 credits from MTH 65 do not apply toward the total credits. The certificate is now 41 credits, which makes it a less than 1 year certificate. In order for it to become a 1 year certificate, 4 credits must be added.*

**Two year certificate (61-108 credits):** Sub 100 level credits cannot count towards the first 61 credits of the 2 year certificate.

*Example: If your certificate requires 64 credits which includes MTH 65, the 4 credits from MTH 65 do not apply towards the total credits. The certificate is now 60 credits which makes it a 1 year certificate. In order for it to become a 2 year certificate 4 credits must be added.*

### III. General education courses

**Degrees only:** Be aware of general education courses contained in your degree.

- 16 credits of general education are required for the AAS degree.
- A maximum of two classes or 8 credits of general education which are contained in the degree may count towards the general education requirement.

*Example: If you have 12 credits of general education in your degree, the student will only be allowed to apply eight credits to meet their general education requirement. An additional 8 credits of general education will still need to be taken.*

IV. Related instruction is needed for:

- Certificates with 45 credits or more

Related instruction is not needed for:

- Degrees
- Certificates with 12-44 credits.

PCC's certificates of 45 credits or more may demonstrate related instruction through:

- Stand-alone courses
- Embedded instruction
- A combination of stand-alone course(s) and embedded instruction

If stand-alone courses are selected:

- Use existing credit courses that address one or more of the program-related areas (communication, computation, human relations)

If embedded instruction is selected:

- Embedded instruction may take place simultaneously with content instruction.
- Embedded instruction content and hours must be identified in the individual CCOG.
- The instructor must be qualified not only to teach the course, but also to teach the embedded content. **There is an Instructor Approval form that must be submitted.**
- Embedded instruction is a two step process.
  1. Each course must be recommended by the Curriculum Committee

2. Related instruction must be recommended by the Degree and Certificate Committee
  - a. Complete and submit the Related Instruction Template located on the Curriculum Office website

### **Certificates of 45 to 89 credits**

Certificates of 45 to 89 credits require eight credits or 240 embedded hours of related instruction with representation in the three program-related areas of communication, computation, and human relations. A minimum of two credits or 48 hours of embedded instruction is required in all three areas. The remainder of embedded instruction hours to be used is at the SAC's discretion.

### **Certificates of 90 to 108 Credits**

Certificates of 90 to 108 credits require 16 credits or 480 embedded hours of related instruction with representation in the three program-related areas of communication, computation, and human relations. A minimum of four credits or 96 embedded instruction hours in each of the three areas is required. The remainder of embedded instruction hours to be used is at the SAC's discretion.

The Degrees and Certificates Committee will review the hours of related instruction in the template. 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 3 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:

- 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
- 1 credit of lec/lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
- 1 credit of lab meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

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.

a. What courses can be used to supply the necessary related instruction?

- Any credit course 100 and above that is clearly identified to be within a particular area of related instruction. The 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).
- Any course that falls within the established distribution areas of general education: arts and letters, science and math, and social science can be converted to hours of student learning and assigned to the appropriate area of related instruction.
- Courses in which the related instruction represents a fraction of the total content/outcomes of the course (embedded). For these courses, the CCOG will reflect the number of hours applicable to each area and the content (activities, themes, issues, concepts or skills) to which they are tied. See below and CCOG template.
- When the related instruction in all of the courses has been identified, the hours can be tallied for the certificate using the Related Instruction Template. The interactive template has been developed to provide a consistent presentation of the related instruction for each certificate. It can be found on the Curriculum Office website: [www.pcc.edu/curriculum/](http://www.pcc.edu/curriculum/). It is on the right side of the page as related instruction.

In the event that one of the areas does not meet the minimum requirement, courses may be revised or additional courses may be added or created to fill the need.

## Determine prerequisites for the degree or certificate

Prerequisites may include course work, applications, interviews, skills, placement tests, or other requirements for your program. If you require course work, it is best stated in the following way:

If you want the student to have MTH 95 skills, state: Completion of MTH 95 or higher or equivalent placement score at MTH 105 or higher. It is important to state or higher so students who have completed a higher course will be able to register for your course.

## Roadmaps for career pathway certificates only

Career pathway certificates are 12-44 credits and pertain to a grouping of credits that are wholly contained in an approved associate of applied science (AAS) degree/option or an independent certificate (45+ credits).

Roadmaps are "jointly produced by educators, workforce development professionals, and employers, [and] show the connections between education and training programs and jobs at different levels within a given industry or occupational sector." (Jenkins, D., *Career Pathways: Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy*, August 2006, Workforce Strategy Center)

Common elements of roadmaps include skill set breakdowns, labor market forecasts, occupational information and college courses associated with certificates, credentials and degrees leading to employment in the particular field.

Roadmaps must be submitted to the State for approval. The Curriculum Office is available to assist with roadmaps, please contact the Curriculum Manager for assistance.

See an example of a roadmap at:

**[www.pcc.edu/career/pathways/RoadMapPortfolio.html](http://www.pcc.edu/career/pathways/RoadMapPortfolio.html)**

6. Complete and submit required forms found on the Curriculum Office website:  
**[www.pcc.edu/curriculum/](http://www.pcc.edu/curriculum/)**

- A. New Degree or New Certificate form
- Submit the completed New Degree or New Certificate form to [dac@pcc.edu](mailto:dac@pcc.edu)
- B. Signature Page
- The Signature Page must be signed by the SAC Chair and SAC Administrative Support.
  - Staple the signed Signature Page to a hard copy of the New Degree or New Certificate.
  - Send all documents to Curriculum Office via campus mail.
- C. Related Instruction Template-*for certificates with 45 credits or more*, if necessary, send the completed Related Instruction Template as an email attachment to [dac@pcc.edu](mailto:dac@pcc.edu).

The Curriculum Specialist will review the new degree. If all components are accurately represented (number of credits, general education/related instruction, outcomes, requisites, etc.) it is put on the Degree & Certificate Committee agenda. When received, the Curriculum Specialist will contact you to review the submission.

#### 7. Be aware of submission and approval timelines

**Degrees & Certificates Committee**-The committee meets once a month from October to June. To get on the agenda for the upcoming meeting, all forms must be received electronically in the Curriculum Office **3 weeks before** the meeting. Signature pages must be received **2 weeks before**. If the forms are received late, your degree or certificate will be deferred to the following month's agenda. If you want your program to be available for the following fall term, the new degrees or certificates paperwork must be **submitted by September** for the October Degrees & Certificates meeting.

**Catalog**- If you want your program to be listed in the following school year's catalog, the new degrees or certificates paperwork must be **submitted by September** for the October Degrees & Certificates meeting. If it is not approved in October, it will not be in the catalog. Contact the Curriculum Specialist regarding submission details.

If there is no adverse impact (this would happen at the State level) the process takes approximately **8-12 months**.

8. Prepare a one page handout to be presented to college officials and/or committees.

The handout is a summary of the proposed degree or certificate. It may be distributed at Deans of Instruction meetings, Academic and Student Affairs meetings, PCC Cabinet meetings and PCC Board of Directors meetings. Included in the summary should be:

- Labor market information – occupational outlook or forecast
- The impetus for the degree/certificate may be that major employers have moved to the area, the college is asked to train workers, or to comply with an initiative from the State, etc.
- Skills, types of jobs, as well as employers who might hire them.
- Articulation—identify connections to other community colleges, higher education and/or high school.

Here is an example of a handout:

Mechatronics/Automation/Robotics is an EET option (within 30% difference from EET). EET and all its options transfer fully into OIT's EET program, which has been aligned with all our EET options through the development of specializations within their own degree such as: biomedical, automation, and RES.

Definitions of the three terms:

**Automation** – is the use of control systems to control industrial machinery and processes. Automation requires a working knowledge of electronics, mechanics and software.

**Robotics** – is the science and technology of robots, their design, manufacture, and application. Robotics requires a working knowledge of electronics, mechanics and software.

**Mechatronics** – is the integration of intelligent and autonomous systems. **Mechatronics** (or **Mechanical** and **Electronics Engineering**) is the combination of mechanical engineering, electronic engineering and software engineering.

This option is an interdisciplinary training option employing courses from multiple departments such as: **EET, computer, machine manufacturing, CMET, Electrical Trade and drafting**. All departments have been very cooperative and supportive.

This option will prepare students to assist the industry with the manufacturing/operation/maintenance of any automated system/robots and the engineers with the designing process. The automation industry is well established while the mechatronics and robotics areas are growing fields. Mechatronics/Robotics industries are fast growing in Europe, Japan and on the East Coast of US. Robotics is a field of great interest for HS students and I envision PCC having a First Robotics team in the near future. A 3 month certificate may follow soon to give students the chance to explore this career, all courses transferring into our option.

**So, students will find jobs in the automation industry while we position ourselves for the emerging markets of mechatronics and robotics as well.**

The specific coursework includes: CMET 213 –Fluid Mechanics, DRF 185 Inventor Autodesk, MCH 158/121 (Manufacturing processes and Projects), CS 161/162-Computer Science I and II, PLCs. **There are no new courses developed** – the former EET 255 (4 cr) course will be canceled and its material covered by a new 3 cr course- EET 270-Motors/Generators and Motor Control and the existing EET 242 which will be called Microcontrollers/Robotics Systems. EET 113's title will be modified to better reflect the content which will include more electrical power projects.

This option will benefit our community and PCC. It also promotes collaboration between departments.

#### 9. Attend the committee meetings

Be prepared to answer questions regarding all aspects of your proposed degree or certificate at both the Degree and Certificate meeting and the Educational Advisory Council meeting. Always know where you are in the approval process.

#### 10. State review and approval

Once PCC has approved the proposed degree or certificate, it will be sent on to the State. The Curriculum staff will keep in contact with the faculty during the final approval process with the State.

Once the degree or certificate has been approved by the State, the Curriculum Office will publish the outcomes.

# REVISED AAS DEGREES & CERTIFICATES

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1. Determine the type of revision:

## Revisions that need to go before the Degree & Certificate Committee:

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- Change in total credits
- Addition, removal, or swapping of required courses
- Prerequisite change to the degree
- Outcome changes
- Change in the total number of electives
- Change in program requirements
- Change in status: open vs. limited enrollment
- Initial related instruction
- Program title change
- Change in related instruction

## Revisions that are a consent item on the Degree & Certificate agenda:

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- Course title change
- Dropping or adding an elective
- Change in the number of pass/no pass credits (other than default)

*Note: If you need information regarding your revision, please see the New Degrees and Certificates section. Contact the Curriculum Office if you need additional assistance.*

2. Complete and submit forms

A. Find the revision form on the Curriculum Office forms page  
**[www.pcc.edu/curriculum/](http://www.pcc.edu/curriculum/)**

I. Complete:

- Complete and save the Revised Degree or Revised Certificate form
- Complete the related instruction form if needed
- Download and print the matching Signature Page

*Note: The signature page must be signed by the SAC Chair and SAC Administrative Support.*

## II. Submit:

- Submit the completed form as an email attachment to dac@pcc.edu. For revisions to be in the following year's catalog, they must be submitted by the **December Degrees & Certificates agenda deadline**.
- Staple the signed Signature Page to a hard copy of completed form.
- Send all forms to Curriculum Office via campus mail.

The Curriculum Specialist will review the revision. If the revision is accurately represented (number of credits, general education/related instruction, outcomes, requisites, etc.) it will be put on the Degree & Certificate Committee agenda. When received, the Curriculum Specialist will contact you to review the submission.

*Note: For a revised degree, material is reviewed for extent of revision. If revision is less than 30% of course work, request will continue in process. If revision is greater than 30% and less than 50%, further discussion is needed. If revision is greater than 50%, applicant will be notified by the office about next steps (this may constitute as a "new" degree or certificate at the State level).*

B. Attend the Degree & Certificate meeting the month you are on the agenda. Be prepared to answer questions regarding all aspects of your revision.

C. Be aware of the approval process

Approval from the following people/committees must be received before the revised program can be offered:

- Degree & Certificate Committee
- Dean of Instruction
- Campus President

- Educational Advisory Council
- Vice President for Academic and Student Affairs

Once approved by PCC, it is sent to the Oregon Office of Community Colleges & Workforce Development. The Curriculum staff will work in collaboration with faculty on the forms to be submitted to the State.

Revised outcomes will be published after State approval. Revisions take approximately **3-4 months** to implement.

Resources for AAS degree or certificate revisions are available in the Curriculum Support Office. These include facilitation of the internal approval process and consultation on ways to solve a specific academic problem. In addition, district funds are available for curriculum development of specific credit courses that need to be revised and/or developed to support the degree/certificate revision.

# FOCUS AWARDS

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## **PCC Awards Overview**

A Focus award is recognition of a student's achievement in a particular lower division collegiate interest area. They provide a great value to the college and the student.

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 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. Currently, there are focus awards in Peace and Conflict Studies, Creative Writing, 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 will 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 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; if requirements are met, a Focus Award proclamation, documenting their accomplishment, is awarded), 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 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. 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 and seek possible 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.

## Timeline for Implementation

(Catalog Inclusion, Term Available to Teach, Academic Year Awarded)

<b>New/Revised CTE/LDC Course and New/Revised AAS Degree and Certificate Timeline For Approvals</b>				
<b>Month Passed Curriculum and/or Degree/Certificate Committee</b>	<b>New and Revised CTE/LDC Courses</b>	<b>Revised Degrees or Certificates</b>	<b>New Degrees or Certificates</b>	<b>Academic Year Degree or Certificate would be first awarded.</b>
<b>Term Available to Teach</b>				
February 2009	Winter 2010	Winter 2010	Winter 2010	2009-2010
March 2009	Winter 2010	Winter 2010	Winter 2010	2010-2011
April 2009	Winter 2010	Winter 2010	Winter 2010	2010-2011
May 2009	Winter 2010	Winter 2010	Spring 2010	2010-2011
June 2009	Winter 2010	Winter 2010	Spring 2010	2010-2011
July 2009	No meetings	No meetings	No meetings	No meetings
August 2009	No meetings	No meetings	No meetings	No meetings
September 2009	No meetings	No meetings	No meetings	No meetings
October 2009 Last date for new AAS degrees, new degree options of existing AAS degrees and new certificates to be included in the catalog and available for teaching fall 2010.	Spring 2010	Spring 2010	Fall 2010	2010-2011
November 2009	Summer/Fall 2010	Summer/Fall 2010	Fall 2010	2010-2011
December 2009	Summer/Fall 2010	Summer/Fall 2010	Fall 2010	2010-2011
January 2010 Last date for new/revised courses and revised degrees to be included in 2010-2011 catalog and available for teaching fall 2010.	Summer/Fall 2010	Summer/Fall 2010	Fall 2010	2010-2011
February 2010	Winter 2011	Winter 2011	Winter 2011	2011-2012
March 2010	Winter 2011	Winter 2011	Winter 2011	2011-2012
April 2010	Winter 2011	Winter 2011	Winter 2011	2011-2012
May 2010	Winter 2011	Winter 2011	Spring 2011	2011-2012
June 2010	Winter 2011	Winter 2011	Spring 2011	2011-2012
July 2010	No meetings	No meetings	No meetings	No meetings
August 2010	No meetings	No meetings	No meetings	No meetings
September 2010	No meetings	No meetings	No meetings	No meetings

## **Submission Deadlines for Curriculum Committee and Degree/Certificate Committee**

### **Curriculum Committee**

<b>Electronic request</b>	<b>Sig Page</b>	<b>Meeting Date</b>
18-Sep-09	25-Sep-09	7-Oct-09
16-Oct-09	23-Oct-09	4-Nov-09
13-Nov-09	20-Nov-09	2-Dec-09
12-Dec-09	18-Dec-09	6-Jan-10
15-Jan-10	22-Jan-10	3-Feb-10
12-Feb-10	19-Feb-10	3-Mar-10
19-Mar-10	26-Mar-10	7-Apr-10
16-Apr-10	23-Apr-10	5-May-10
14-May-10	21-May-10	2-Jun-10

### **Degree and Certificate Committee**

<b>Electronic request</b>	<b>Sig Page</b>	<b>Meeting Date</b>
25-Sep-09	2-Oct-09	14-Oct-09
23-Oct-09	30-Oct-09	4-Nov-09*
13-Nov-09	20-Nov-09	2-Dec-09
25-Dec-09	1-Jan-10	13-Jan-10
22-Jan-10	29-Jan-10	10-Feb-10
19-Feb-10	26-Feb-10	10-Mar-10
26-Mar-10	2-Apr-10	14-Apr-10
23-Apr-10	30-Apr-10	12-May-10
14-May-10	21-May-10	2-Jun-10

\*Holiday on Nov 11th

## 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		
<b>Registration open to those who have:</b>			
<b>Prerequisite</b>	<b>Placed into</b>		<b>Completed</b>
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

<b>Catalog copy</b>	<b>Banner information</b>
<b>Prerequisite</b>	<b>Registration open to those who have completed</b>
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
<b>Prerequisite/Concurrent</b>	<b>Meaning</b>
BIT 110	Open to those who have completed BIT 110 or are currently enrolled in BIT 110
<b>Co-requisite</b>	<b>Meaning</b>
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.

<b>Subject</b>	<b>Higher number course which will satisfy the prerequisite requirement</b>	<b>Exceptions</b>
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.

## Forms

The following forms can be found on the Curriculum web page: [www.pcc.edu/curriculum/](http://www.pcc.edu/curriculum/)

- New CTE
- New LDC
- Course Revision
- CCOG Revision
- Credit/Contact Hour Changes
- Experimental Courses
- Cultural Diversity Designation
- General Education Designation
- Related instruction in CTE courses
- Related Instruction Template
- Prerequisite opt-out
- Cost Impact form
- Distance Learning Modality form
- Course Inactivation
- CEU Course Request

## Resources

Curriculum Office Home Page: [www.pcc.edu/curriculum/](http://www.pcc.edu/curriculum/)

Curriculum Committee Home Page:  
[www.pcc.edu/resources/academic/eac/curriculum/index.html](http://www.pcc.edu/resources/academic/eac/curriculum/index.html)

Degrees and Certificates Home Page:  
[www.pcc.edu/resources/academic/eac/degree/index.html](http://www.pcc.edu/resources/academic/eac/degree/index.html)

Educational Advisory Council (EAC) home page:  
[www.pcc.edu/resources/academic/eac/index.html](http://www.pcc.edu/resources/academic/eac/index.html)

Oregon Labor Market Information: [www.qualityinfo.org/olmisj/OlmisZine](http://www.qualityinfo.org/olmisj/OlmisZine)

State guidelines, policies, procedures for curriculum:  
[www.oregon.gov/ccwd/pdf/CommunityCollegeHandbook.pdf](http://www.oregon.gov/ccwd/pdf/CommunityCollegeHandbook.pdf) [pdf]

State Course Numbering Guide:  
[www.oregon.gov/CCWD/pdf/LDCCatalog01.pdf](http://www.oregon.gov/CCWD/pdf/LDCCatalog01.pdf) [pdf]

Department of Community Colleges and Workforce Development Department:  
[www.oregon.gov/ccwd/](http://www.oregon.gov/ccwd/)

## Curriculum Office Contact Information

### Until January 2010:

Rock Creek Campus, Building 5/ 115

Ph: 503-614-7816

Fax: 503-614-7576

### After January 2010

Please refer to the Curriculum Office web page for office locations, phone, and fax numbers.

[www.pcc.edu/resources/academic/eac/curriculum/curriculum-office/](http://www.pcc.edu/resources/academic/eac/curriculum/curriculum-office/)

## Staff

All phone numbers are valid until January 2010

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