

CURRICULUM STYLE GUIDE, 17-18

The style guide serves to assist faculty and staff who are editing or writing curriculum proposals in Courseleaf. Entries must conform to the PCC format as listed in the style guide when creating a new program or revising an existing program; curricular entries which do not conform may be edited by the curriculum office and/or during the committee process, in consultation with the SAC. This ensures consistency, reduces ambiguity in the curriculum process and the published catalog, reflects academic policy, and minimizes the publication of outdated or erroneous information—which may mislead students—in the once-a-year published catalog. The style guide addresses formatting, language usage, and definitions to be used in:

- course descriptions
- program/degree/certificate requirements and prerequisites
- program/degree/certificate course list (including required course lists and elective course lists)
- program/career descriptions published in the catalog

Please note that the Style Guide is not a comprehensive resource of all facets of curriculum development. For more information about the curriculum process and resources for curriculum development, please see the Curriculum Office website: www.pcc.edu/curriculum.

The Style Guide is reviewed annually by the Deans of Instruction and the EAC committee and subcommittee chairs, and published in June each year. Requests for changes or updates to the Style Guide should be submitted to the Curriculum Office at joy.killgore@pcc.edu.

Please note: The examples used throughout may not be representative of any current program. They are used for illustrative purposes only. Please refer to the current catalog for all academic purposes.

Curricular Language & Format

The Curricular Language and Format section contains two parts:

- I. Curricular Terminology, Examples of Use and Curricular Definitions
- II. Curricular Formatting

I. Curricular Terminology, Examples of Use and Curricular Definitions

The following language is standardized in curriculum proposals, CCOGs, and the catalog. If a SAC's proposal needs to express something in one of those areas, that does not appear to fit within the guidelines listed, please contact the Curriculum Office prior to submitting the proposal in Courseleaf.

C or P or better:

	Intention	Language
Courses	Specific course(s) must be taken for grade option A-F, <i>not</i> P/NP, and grade of at least "C" must be achieved in order for requirement to be met.	"[XYZ] course(s) must be completed for a letter grade of "C" or better."
	Specific course(s) may be taken for A-F <i>or</i> P/NP option, and grade of "C" or "P" must be achieved in order for requirement to be met.	"[XYZ] course(s) must be completed for a grade of "C" or "P" or better."
Programs	All courses within the program – including general education and program-specific requirements – must be taken for grade option A-F, <i>not</i> P/NP, and grade of at least "C" must be achieved.	"All courses for the XYZ degree/certificate must be completed for a letter grade of "C" or better." OR "All courses for the XYZ degree/certificate must be completed for a letter grade of "C" or better. Courses may not be taken Pass/Not Pass."

	All courses within the program – including general education and program-specific requirements – may be taken for grade option A-F or P/NP, and grade of at least “C” or “P” must be achieved.	“All courses for the XYZ degree/certificate must be completed for a grade of “C” or “P” or better.”
	All courses within the program prefix must be taken for grade option A-F, <i>not</i> P/NP, and grade of at least “C” must be achieved.	<p>“All XYZ [prefix] courses must be completed for a letter grade of “C” or better.</p> <p>OR</p> <p>“All XYZ [prefix] courses must be completed for a letter grade of “C” or better. Courses may not be taken Pass/Not Pass.”</p>
	All courses within the program prefix may be taken for grade option A-F or P/NP, and grade of at least “C” or “P” must be achieved.	“All XYZ [prefix] courses must be completed for a grade of “C” or “P” better.
<i>Programs</i>	The program allows more than the standard limit (24 credits for AAS/Two-Year certificates, 12 credits for One-Year certificates, 8 credits for Less-than-One-Year certificates) of “P” grades to count towards the degree/certificate.	“A maximum of X credits of “P” (Pass) grades will apply to the XYZ [degree or certificate].”

Course vs classes: PCC uses “Course” to refer to the academic unit as defined in the CCOG. “Class” or “CRN” is used when referring to a scheduled section of that unit.

CCOG: Course Content and Outcome Guide.

Course List: The pre-formatted table in Courseleaf used to list all courses required for a degree or certificate.

Cross-listed/Co-scheduled: Courses which are taught at the same time and in the same location by a single instructor or instructional team.

Current Equivalent courses: Current equivalent courses are identical courses offered under the auspices of two or more departments. The title, course description, course outcomes, prerequisite(s), and credit hours for two equivalent courses are identical. Course attributes such as CTE or LDC designation and applicability to General Education requirements are also identical.

Elective List: The pre-formatted table in Courseleaf used to list all courses that can be used to fulfill a required elective category for a degree or certificate. Elective lists contain at least four courses and are listed in alphabetical order by prefix and numerical order within the prefix.

Limited Entry: Refers to degrees and certificates that require students to go through a departmental admissions process AND cannot be selected as a major by a student through the online admissions and enrollment processes. Any changes from an open enrollment program to limited entry must be approved by the Degrees and Certificate Committee.

Mutually Exclusive Courses: Mutually exclusive courses are courses which are distinct, but whose content is so similar that the department(s) have determined that students who have taken one will be repeating the material if they take the other. Mutually exclusive courses may have similar characteristics, but the title, course description, and outcomes will not be identical.

Or courses: The designation used in a program of study for a degree or certificate to indicate when students may select one from a set of two or three courses to meet a requirement. If students must choose between four or more courses in order to complete a requirement, those courses must be formatted as an Elective List.

Oregon Public Universities: The reference used to indicate the seven institutions (Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, Western Oregon University) which constituted the Oregon University System/OUS prior to 2015.

Plan of Study: The pre-formatted table in Courseleaf that is used to list all courses required for a degree or certificate in a term-by-term format.

Program Prerequisites: Please see the Guidelines for Program Section.

Program Requirements: Please see the Guidelines for Program Section.

Curricular Format & Language

II. Curricular Formatting

Comments in the Course List, Plan of Study or Elective List: Do not include comments within the list. Comments should be footnoted.

Course Descriptions:

- Each sentence should begin with a verb. Do not use “students will” or “the course will” in the course description.
- Limit description to two to three sentences.
- Sample Course Description: Provides an introductory survey of economic, political, social, and cultural dimensions and evaluates their impacts. Examines patterns of conflict and cooperation among countries. Introduces selected issues.
- Course descriptions for non-equivalent courses must be unique; identical course descriptions for non-equivalent courses are not permitted.
- Course descriptions should include a clear indication of the subject matter of the course.

How to List Prerequisites and Recommended Preparation:

- Prerequisites, Corequisites, and Pre/Concurrent courses which can be **enforced by Banner** should not be listed in the Course Description field in Courseleaf; they should be listed in the separately labeled Prereq, Coreq, and Pre/Conc fields. Banner-enforceable prerequisites include:
 - Successful completion of specific courses
 - Placement test scores
 - Instructor permission required

Students who do not meet these prerequisites will not be able to register for the course without an override.

- Prerequisites other than the types listed above **cannot be enforced by Banner**. Examples include:
 - Minimum GPA
 - Test scores administered outside of PCC
 - External licensures or certifications
 - Age limits

Prerequisites in these categories should list the specific requirement **in the course description field** as the final sentence, and end the sentence with the word “required” (for example, “Minimum GPA 3.25 required”). In the Prerequisite field, list “instructor permission required”. This will allow Banner to enforce the prerequisite by requiring an instructor/departmental override before a student can register; the instructor or department will need to verify that the prerequisite has been met.

- Recommendations. Any recommended but not required preparation (prior coursework, test scores, etc.) should be listed in the **course description field**, using the following format: “Recommended: prior completion of XYZ ###” (or, if concurrent enrollment is recommended, “Recommended: prior completion of or concurrent enrollment in XYZ ###”).

Course List, Plan of Study or Elective List Format: The courses of study should always be in alphanumerical order by prefix and course number.

Equivalency: Course descriptions for current equivalent courses will include the following sentence: “This course is also offered as XYZ ###; a student who enrolls in this course a second time under either designator will be subject to the course repeat policy.”

Footnotes: Are used to clarify items in the course list or plan of study. They should be brief.

- In general, footnotes should be indicated using numbers.
- Use an asterisk to indicate that a specific course required for the degree can be used to satisfy General Education requirements. The footnote will state, “Could be used as General Education.”
- If a footnote is needed to indicate that a course cannot be substituted, use the symbol §.
- Do not list alternative courses (i.e. if course X is required but a student may take course Y as an alternative) in footnotes. Use the “or” option within the course list or plan of study. No more than three courses may be listed within the Course of Study using the “or” option; if students may choose from four or more course options for a requirement, an elective list must be created.

Independent Study, Variable Credit, and Cooperative Education Courses:

- The titles for Cooperative Education and Independent Study courses should include reference to the content area/subject matter e.g., “Cooperative Education: History.”
- Each Independent Study, Variable Credit, and Cooperative Education course must include the following outcome: “Meet learning outcomes specific to this project as mutually agreed upon by the student and instructor in advance through a written learning contract, and as appropriate to the credit awarded for this course.”

Mutually Exclusive: Course descriptions for mutually exclusive courses will include the following sentence: “This course and course XYZ ### cover similar material and both cannot be applied to graduation requirements.”

Prerequisites: Use the following formats when listing prerequisite, co-requisite, or Pre/concurrent courses:

- Series of 'ands' within a prerequisite series:
 - Should be written as, “MCH 125, MCH 157, MCH 175, and MCH 187.”
- Series of 'ors' within a prerequisite series:
 - Should be written as, “MCH 125 or MCH 157 or MCH 175 or MCH 187.”
- Prerequisite series where a single course is equal to a set of courses:
 - Should be written as, “BI 112 or (BI 211 and BI 212).”

- Prerequisite series where a single course is equal to multiple sets of courses:
 - Should be written as, “(BI 101 and BI 102) or (BI 211 and BI 212) or BI 112.”
- Prerequisites based on placement test scores may be written in two ways:
 - “MTH 20 or equivalent placement test scores”, or
 - “Placement into MTH 60”
- Single course prerequisites:
 - Should be written as, “CJA 112.”
- A single course and a series of 'ors' within a single prerequisite:
 - Should be written as, “XYZ 275 and (XYZ 133B or XYZ 133N or XYZ 133J).”
- A single course and any course for which that course is a prerequisite:
 - Should be written as “MTH 65 or any course for which MTH 65 is a prerequisite”, not “MTH 65 or higher.”
 - If multiple pathways are possible, should be written as “MTH 58 or MTH 65, or any course for which either is a prerequisite.”
 - If specific options are excluded, should be written as “MTH 95 or any MTH course for which MTH 95 is a prerequisite, excluding MTH 105.”
- All prerequisite lists must list the prefix and course number for each prerequisite in the lists.
 - Should be written as, “BI 112, BI 275, BI 276”, not “BI 112, 275, 276.”

Program Descriptions: Please see the following section.

Guidelines for Program Sections

Program/Discipline Catalog Sections

Each LDC discipline and CTE program has a catalog section, which includes a narrative description of the academic discipline. CTE catalog sections also include admissions prerequisites, program requirements, and the course of study (list of the required and elective courses) for each degree/certificate offered.

The narrative description of the catalog section follows a specific format, in order to ensure that required information is included. It also allows for easy comparison similar information across different programs. The format for each part of the catalog section is outlined below, along with tips for the type of information to include and not include.

When writing or editing the narrative parts of the catalog section, keep in mind the nature and purpose of the catalog:

- The catalog is not a marketing or promotional tool. It is the official record of academic programs approved by the college for a given “catalog year” (Fall term – Summer term). In addition to the requirements determined by PCC’s academic oversight committee structure, a number of external agencies (PCC’s accrediting agency NWCCU, the US Department of Education, the Department of Veterans’ Affairs, the Office of Civil Rights, the State of Oregon’s CCWD/HECC, etc.) require the college to include specific information in specific formats in the catalog.
- The catalog once published cannot be edited or updated (although major errors can be corrected), even if new programs, course requirements or revisions are approved during the course of the year.

For these reasons, departments and programs should carefully consider what information is critical to include in the narrative sections of the catalog entry, and what might be better listed in other venues (for example, the departmental website, the link to which is included in the catalog entry). For example, prerequisites for a limited entry program that are fixed for a given year should be listed in the catalog; specific details about the application process, which might change or need updating over the course of a given year, might be better listed on the departmental website.

Guidelines for Program Sections

Narrative Description

This section is a brief synopsis of the discipline/program and how its study can support a student's intellectual/academic development and/or career preparation. This section should not contain information about required coursework or prerequisites.

Example:

Description (LDC)

General science courses introduce students to their physical environment and its scientific exploration; specific topics examined in these courses include geology, astronomy, oceanography and meteorology. These courses are designed to: provide an interdisciplinary overview, introduce fundamental scientific concepts, demonstrate scientific inquiry, illustrate how hazards and resources related to these topics impact society, and increase the student's appreciation of their world. These courses are appropriate for students with a limited science and math background. Work in the general sciences is an important part of many college programs.

All general science courses include a lab component and are on the PCC General Education course list. General science courses can be taken individually or in any sequence

Career and Program Description (CTE)

Design drafters are skilled technicians who interpret engineering data to produce sketches, plans and detailed working drawings used in manufacturing and construction. Career opportunities exist for drafters in many areas including: product design, electronic schematic, sheet metal layout, structural steel detailing, special tools and fixtures and machine design. Graduates are found working for manufacturing firms, construction companies, engineering firms, city, state and federal agencies or they may be self-employed. Advancement to positions of designer, drafting supervisor, or engineering technician are possible.

Do:

- Describe the basic nature of the discipline, and the general academic/professional pathways that study of the discipline may lead to.
- Keep paragraphs short.

Don't

- Include detailed information that is essentially marketing or promotional in nature; this information should instead be placed on the departmental website or in departmental outreach materials.
- Include detailed admission information.
- Include program requirements or prerequisite information.

Guidelines for Program Sections

Admission Prerequisites Section (CTE programs only):

This section is a brief synopsis of requirements that must be met prior to a student's entry in the program, if any.

This section consists of two sections, where applicable: Academic Prerequisites and Other Prerequisites

- Academic Prerequisites
 - This section should include courses, placement tests and/or completion of prior education.
 - This information should not be included in the narrative description.
- Other Prerequisites
 - This section should include all non-academic requirements related to licensure or other program needs (for example: criminal background check, completion of a first aid certificate, etc.) This section should also indicate entry requirements for admission/enrollment such as meeting with an advisor, completion of a supplementary application form, interview process, etc.
 - This information should not be included in the narrative description.

ACADEMIC PREREQUISITES

- High school completion or GED.
- Successful Completion of WR 121, MTH 65 and MP 111.

ACADEMIC REQUIREMENTS

- All courses for the degree must be completed for a letter grade of "C" or better.

NON-ACADEMIC PREREQUISITES

- Two statements of recommendation
- Students must have knowledge of current computers systems
- Program advising session with an Program advisor.
- A current criminal background check.

NON-ACADEMIC REQUIREMENTS

- A minimum of 20 documented hours of direct animal husbandry experience.
- Student certification testing is required upon completion of core classes for the degree and certificate..

Do:

- Use bulleted lists.
- Use brief statements/paragraphs.
- List academic prerequisites (courses, placement or other test scores) under the "**Academic Prerequisites**" header and other prerequisites (licensure requirements, advisor meeting/interview requirements, etc.) under the "**Other Prerequisites.**"

Don't:

- Include program descriptions or requirements for good standing and/or graduation in this section.

Guidelines for Program Sections

This section is a brief synopsis of prerequisites that must be met prior to a student's entry in the program and the requirements that must be met while the student is enrolled in the program.

- **Academic Prerequisites**
 - This section should include courses, placement tests and/or completion of prior education.
 - This section should also include if the program is limited entry.
- **Academic Requirements**
 - Any academic guideline that a student must maintain in order to remain in good standing in the program.
- **Non-academic Prerequisites**
 - This section should include all non-academic requirements related to licensure or other program needs. For example- criminal background check, completion of a first aid certificate, etc.
 - This section should also indicate entry requirements for admission/enrollment such as meeting with an advisor, completion of a supplementary application form, interview process, etc.
- **Non-academic Requirements**
 - Any non-academic guideline that a student must maintain in order to remain in good standing while enrolled in the program. For example- meeting with an advisor, job development/training, proof of transportation, etc.)

ACADEMIC PREREQUISITES

- High school completion or GED.
- Successful Completion of WR 121, MTH 65 and MP 111.

ACADEMIC REQUIREMENTS

- All courses for the degree must be completed for a letter grade of "C" or better.

NON-ACADEMIC PREREQUISITES

- Two statements of recommendation
- Students must have knowledge of current computers systems
- Program advising session with an Program advisor.
- A current criminal background check.

NON-ACADEMIC REQUIREMENTS

- A minimum of 20 documented hours of direct animal husbandry experience.
- Student certification testing is required upon completion of core classes for the degree and certificate..

Do:

- Use bulleted lists.
- Use brief statements/paragraphs.

Don't:

- Include program descriptions or requirements for good standing and/or graduation in this section.

Guidelines for Program Sections

Courses (CTE Programs only)

This section is a list of all coursework that students must complete for a degree or certificate. This section will also include elective lists where applicable.

If a program does not follow a strict cohort-model design (all students are admitted only once each year and follow a prescribed course of study each term), consider using a simple course list in the catalog, even if a particular term-by-term pathway is strongly recommended or encouraged where possible; information about the recommended pathways can be provided to students via other means (in advising materials, program handbook, program website, etc.).

All courses in the list should be arranged in alphabetical order by prefix and numerical within the prefix unless the SAC has a compelling reason to list the courses out of order.

Example: Course List

Health Informatics Degree Courses

BA	205	Solving Communication Problems with Technology	4
BA	211	Principles of Accounting I	3
CIS	125D	Database Application Development I	4
CIS	140M	Operating Systems I: Microsoft	4
CIS	179	Data Communication Concepts I	4
CIS	244	Systems Analysis	4
CIS	245	Project Management-Information System	4
CIS	275	Data Modeling and SQL Introduction	4
CIS	276	Advanced SQL	4
CIS	280D	CE: Application Development	4
Health Informatics Electives			4
Medical Assisting Electives			4
General Education			4

Do:

- List all courses in alpha-numerical order.
- Place all elective list credits after all specific courses listed in the course of study
- Place General Education requirements at the end of the course list.

Example: Elective List

ARCH126	Introduction to AutoCAD	3
ART 115	Basic Design	3
BA 101	Introduction to Business	4
CAS 106	Introduction to X/HTML	1
CIS 122	Software Design	4
DRF 256	Advanced AutoCAD	3
ED 103	Desktop Publishing for Educators	3
GD 249	Design Studio	3
WR 227	Tech and Professional Writing I	4

Guidelines for Program Sections

Courses (cont'd)

Term-by-term listings can be useful for a cohort-model or other highly structured programs or for programs where there is a strong academic reason for students to follow a particular pathway through the coursework. However, it can be confusing to students in programs where students may have highly varied course patterns in practice, may enter the program at different times of year (so that "First Term" for one student may be fall, but for another may be spring), etc. If term-by-term listings are used, be sure that all courses are routinely scheduled/taught during the terms listed.

EXAMPLE: TERM BY TERM

First Term

DRF	100	Drafting Orientation	3
DRF	117	Drafting Fundamentals	4
DRF	126	Introduction to AutoCAD	3
		Vet Tech Electives	4
		General Education	3

Second Term

ART	133	Intermediate Artting	4
DRF	185	AutoCAD Inventor Fundamentals	3
DRF	270	SolidWorks Fundamentals	3

Third Term

BBQ	135	Advanced Barbecue	4
DRF	251	Kinematics Drafting	3
DRF	256	Advanced AutoCAD	3
		General Education	3

Do:

- List all courses in alpha-numerical order
- Place all elective list credits after all specific courses listed.
- Place General Education requirements after all specific courses and the elective list credits.

Example A: Course List

EXAMPLE TECHNOLOGY

Southeast Campus
Building (B), Room 1
971-722-6111

www.pcc.edu/

CAREER AND PROGRAM DESCRIPTION

The Example Technician (ET) installs, maintains, and repairs equipment and systems where quality is essential. ETs work in the industry, large facilities, heavy organizations, commercial facilities, or for companies.

DEGREES AND CERTIFICATES OFFERED

One-Year Certificate

Example Technology

ACADEMIC PREREQUISITES

- High school completion or GED.
- Successful Completion of WR 121, MTH 65 and MP 111.

ACADEMIC REQUIREMENTS

- All courses for the degree must be completed for a letter grade of "C" or better.

NON-ACADEMIC PREREQUISITES

- Two statements of recommendation
- Students must have knowledge of current computers systems
- Program advising session with an Program advisor.
- A current criminal background check.

NON-ACADEMIC REQUIREMENTS

- A minimum of 20 documented hours of direct animal husbandry experience.
- Student certification testing is required upon completion of core classes for the degree and certificate..

EXAMPLE TECHNOLOGY CERTIFICATE

Minimum 42 credits. Students must meet certificate requirements.

Example Technology Certificate Courses

The coursework listed below is required. The following is an example of a term-by-term breakdown.

First Term

DRF	100	Drafting Orientation	3
DRF	117	Drafting Fundamentals	4
DRF	126	Introduction to AutoCAD	3

Second Term

Art	133	Intermediate Artimg	4
DRF	185	AutoCAD Inventor Fundamentals	3
DRF	246	AutoCAD 3-D: Solid Modeling	3

Third Term

BBQ	135	Advanced Barbecue	4
DRF	251	Kinematics Drafting	3
DRF	256	Advanced AutoCAD	3
DRF	271	SolidWorks Advanced	3
DRF	285	AutoCAD Inventor Advanced	3
General Education			3

Please note: This example is not representative of any current program. It is used for illustrative purposes only. Please refer to the current catalog for all academic purposes.

Example B: Term-by-Term

EXAMPLE TECHNOLOGY

Southeast Campus
Building (B), Room 1
971-722-6111

www.pcc.edu/

CAREER AND PROGRAM DESCRIPTION

The Example Technician (ET) installs, maintains, and repairs equipment and systems where quality is essential. ETs work in the industry, large facilities, heavy organizations, commercial facilities, or for companies.

DEGREES AND CERTIFICATES OFFERED

One-Year Certificate

Example Technology

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DRF	246	AutoCAD 3-D: Solid Modeling	3

Third Term

BBQ	135	Advanced Barbecue	4
DRF	251	Kinematics Drafting	3
DRF	256	Advanced AutoCAD	3
DRF	271	SolidWorks Advanced	3
DRF	285	AutoCAD Inventor Advanced	3
General Education			3

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