CIC and ACAS Guide for Originating a Course

Please speak with your Dean before beginning a course origination as all new courses must fit into your program's curriculum and serve the needs of students. In addition, verify in the Automated Course Approval System that neither North nor Central is currently creating a course similar to the one you are proposing.

This guide focuses on many of the policies of the South Seattle College Curriculum and Instruction Committee (CIC) and the District's Automated Course Approval System (ACAS) that you must follow when creating a course. Please note that there are additional requirements for all **program** originations and for courses taught in divisions such as Professional-Technical and Bachelor of Applied Science. Consult your Dean for these requirements.

You can avoid delays in the course or program approval process by

- Acquainting yourself with the information in this guide and on the CIC webpage including sample course outlines from Academic Programs and Professional-Technical.

- Completing all parts of your course proposal fully and accurately. If there are omissions or errors, your proposal will be returned.

- Working with a faculty consultant for guidance through the CIC/ACAS approval process.

- Addressing concurrence issues with colleagues from your department at South and the other two campuses **at the beginning of your course origination process**.

- Expecting to do a little extra work the first time your course is entered into the ACAS, a browser-based data entry system.

- Completing all sections of your course outline on the *CIC and ACAS Course Origination Template* (a Word document) and then copying/pasting your information to the actual ACAS course outline. This step will allow you to use Spellcheck and to avoid a loss of data due to computer or internet glitches. Access the *CIC and ACAS Course Origination Template* on the CIC webpage or under *Have Questions?* on the right navigation bar in the ACAS.

Familiarize yourself with the ACAS through the following:

(1) Read this guide.

(2) Go to the ACAS site via Inside Seattle Colleges. http://www.seattlecolleges.edu/intranet/

    (a) Click on **Enter Inside Seattle Colleges**, and type in your Outlook email username and password.

    (b) Click on **Automated Course Approval** in the left column.

(3) Read the **Overview for First-Time Users** (left hand corner, top of screen).

(4) View the **How-To Videos** (right hand corner, top of screen).

Deadlines for Submitting Outlines to the CIC

The CIC has established the following deadlines for submission of course and program originations, revisions, and adoptions. Please submit these materials in accordance with the dates listed below to minimize challenges posed by the CIC's workload and campus deadlines.

To implement the class by	Submit it to the CIC during
Spring or Summer	Fall
Fall	Winter
Winter	Spring

The CIC and ACAS Approval Process Once You Have Finished Your Draft

Step #1: Your initial work

After meeting with your Dean, prepare a course origination outline as detailed in this guide. Submit your draft as instructed by the ACAS.

Step #2: Office of Instruction review

After looking over your draft for general accuracy, our campus reviewer may either return it to you for editing or move it forward to the District.

Step #3: District review

After looking over your draft for general accuracy, the District reviewer (Mark Baumann) may either return it to you for editing or move it forward to your Dean.

Step #4: Deans' review

After reviewing your draft for more substantive issues (i.e., course outcomes) and seeking concurrence from the Deans at the other two campuses, your Dean may either return it to you for editing (or further work) or approve it. When approved, your draft will go to the Curriculum and Instruction Committee.

Step #5: Curriculum and Instruction Committee review

After reviewing essentially all aspects of your draft, the Program and Course Origination/Revision subcommittee of the CIC will either return it to you with its comments and requests or recommend approval. If the latter, the entire CIC membership will vote on your course proposal. Once your draft receives an affirmative vote, the CIC chair will forward it to the Vice President of Instruction for final approval.

Step #6: Vice President of Instruction review

The Vice President of Instruction makes the final determination regarding your course. If he or she approves it, a .pdf of your course draft becomes the master course outline in the intranet Document Center.

Please note that you will not have editing or commenting privileges once the approval process begins unless your draft is returned to you for edits or further work.

Important Information about Working with the ACAS

(1) Saving your work:

Full Title: ❓
```
Personal Nutrition
```
18 of 48 *characters*

Abbreviated Title: ❓
```
Personal Nutrition
```
18 of 24 *characters*

Catalog Course Description: ❓
```
Type your course description here.
```
34 of 500 *characters*

Course Length: `11 Weeks ▾`   ☐ Request an Exception ❓

Topical Outline:

`Format ▾` **B** *I* abc ✐ ▤▤ ▤ ▤ ▤ " ▣

1. Overview of nutrition/nutrition information and misinformation
2. Planning a healthful diet
3. Food systems, food safety, and food technology
4. Digestion, absorption, and transport
5. Carbohydrates
6. Lipids
7. Protein
8. Energy balanace and body composition/weight management
9. Lifecycle nutrition

`Save`

| Save and Go to Previous Step | Save | Save and Continue to Next Step |

At any time you may save your application as a draft and return at a later date to complete it.

`Save as a Draft`   `Submit for Course Approval`

Save your work (in this instance, your topical outline) by clicking on the **Save** button in the lower right corner of the window. Then, to save the entire section of the course outline (in this instance, the Course Information section), click on one of the following: **Save and Go to Previous Step**, **Save**, or **Save and Continue to Next Step**. Finally, before closing your course draft, hit **Save as a Draft.**

(2) Click on the question mark icons throughout the ACAS to view the help dialog boxes.

COURSE INFORMATION

Proposed Course Number: 🔹
Prefix: PSYC ▼   Number: 001 ▼

☐ Request a New Prefix 🔹
☐ This will be a Common Course 🔹

Full Title: 🔹   Practice with Analea for Faculty Consultants
44 of 48 *characters*

Abbreviated Title: 🔹   ACAS practice
13 of 24 *characters*

Catalog Course Description: 🔹
See other course descriptions and how they have been written.

62 of 500 *characters*

Course Length: 11 Week ▼   ☐ Request an Exception 🔹

(1) If there is no relevant answer for a prompt in the ACAS, enter "none" or "not applicable" to indicate you have looked at the item but have no response. The one exception to this request is as follows: **If no course outcome addresses a particular SLO or program outcome on an SLOs or program outcomes chart, leave the space blank.**

(2) If you are preparing multiple course outlines, complete and run ONE through the CIC/ACAS approval process before finishing the others. Once your course outline has been approved by all who participate in the process, replicate it (as is appropriate) in your future course outlines.

(3) Although instructions in the ACAS advise you to look for examples of course outlines in its Document Center, keep in mind that course origination outlines from South must follow the requirements presented in this guide.

(4) Use the **Notations** box at the end of the course outline to explain or clarify items for which there is no other place to enter comments, i.e., an unusually low class cap.

Preparing a Course Outline for an Origination

An ACAS course outline has **two major parts**—the first reflecting aspects of the course shared by the three colleges and the supplemental section which is unique to each college. Please note that these two parts are stored separately in the ACAS Document Center once the course proposal has been approved.

The **Master Outline** includes information regarding the course that is shared across the district:

- Title/Number
- Catalog Description
- Topical Outline
- Transferability
- Coding & Distribution Area(s)
- CIP Code
- Credits

The **Supplemental** information is distinct to the college, and it includes:

- Class Capacity
- Modes of Delivery
- Special Designations
- Class Schedule Description (what appears on South's online class schedule)
- Course Prerequisites and Corequisites
- AA Degree Outcomes
- SLOs
- Program Outcomes
- Course Outcomes (listed as "course outcomes/objectives" in the ACAS)
- Explain the student demand for the course and potential enrollment.
- Explain why this course is being created.
- What challenges, if any, do you foresee in offering this course?
- Notations

This guide will address all ACAS topics in the order in which they appear on an ACAS course outline—the sequence presented above.

BASIC INFORMATION:

When entering the names of **Requester(s),** your **Dean**, or **Peer Reviewer(s)**, click on **Add a Requester,** (**Dean** or **Peer Reviewer**) and type the last name in the appropriate box. Hit **Search** and click on the alias. Finally, save your work.

Requester(s): As the primary requester, you may initiate a course proposal at any time and save it as a draft until you are ready to submit it for review and approval. If you desire, you may add other requesters. All requesters have full editing privileges while the proposal is in draft form.

As a requester, you should contact those at South, North, and Central who would be affected by the course origination you are proposing. Obtain from your Dean a list of those who should be contacted so that everyone invested in this process is allowed to comment.

Peer Reviewer(s): Provide the name of at least one peer reviewer who will review and support your course proposal. Peer reviewers may be chosen from your department or a related discipline at South and/or from the other two campuses. (The ACAS will automatically send an email notification to a peer reviewer informing him/her of his/her role in your proposal.) In particular, the peer reviewer should focus on course content as revealed in the topical outline, course description, course outcomes, and explanations of modes of delivery. He/she should provide SUBSTANTIVE comments that include any discussions the two of you had about the course.

The peer reviewer should enter comments into the ACAS by clicking on "You have actions" to open the comment box. When finished, he/she should make certain to save his/her work.

Return to Course List

Automated Course Approval System

My Role: **Requester**   You have actions available   ⌄

Please review the process guidelines

Course Origination for: **Practice with Analea for Faculty Consultants (PSYC001)**
Origination Type: **New Course Proposal** ❓

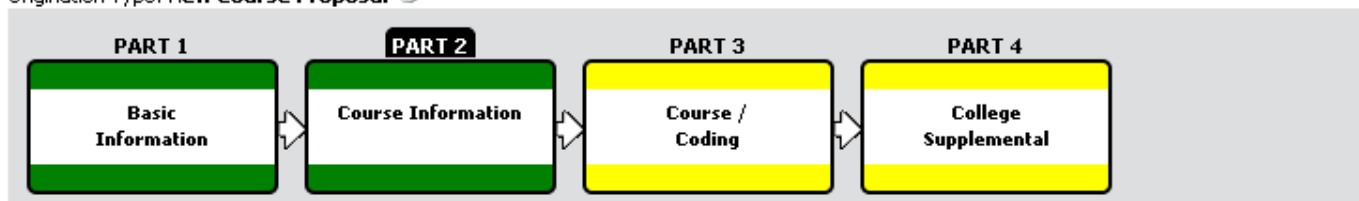| PART 1	PART 2	PART 3	PART 4
Basic Information	Course Information	Course / Coding	College Supplemental

COURSE INFORMATION

Proposed Course Number: ❓
Prefix: PSYC ▼   Number: 001 ▼
☐ Request a New Prefix ❓
☐ This will be a Common Course ❓

Full Title: ❓
Practice with Analea for Faculty Consultants
44 of 48 *characters*

Abbreviated Title: ❓
ACAS practice
13 of 24 *characters*

Catalog Course Description: ❓
See other course descriptions and how they have been written.

62 of 500 *characters*

Course Length: 11 Weeks ▼   ☐ Request an Exception ❓

Topical Outline: Edit

Save and Go to Previous Step	Save	Save and Continue to Next Step

COURSE INFORMATION:

The **Catalog Course Description** is the official District course description and must be agreed upon by all three campuses. It should be brief (shorter than 500 characters) due to limitations in producing and printing the District catalog. Fortunately, you may also write your own **Class Schedule Description** that differs from the District's catalog description. The prompt to do so appears in the college supplemental section of the course outline. (See the *Writing Course Descriptions* feature in the ACAS for suggestions.)

The **Abbreviated Title** will appear in the Student Management System (SMS) for campus schedulers. It should be descriptive but short.

Course Length: Courses normally run 11 weeks, but there are exceptions.

Reminder: Save your work (in this instance, your topical outline) by clicking on the Save button in the lower right corner of the window. Then, to save the entire section of the course outline (in this instance, the Course Information section), click on one of the following: **Save and Go to Previous Step**, **Save**, or **Save and Continue to Next Step**. Finally, before closing your course draft, hit **Save as a Draft**.

The **Topical Outline** is also shared by the three campuses, and, therefore, must be uniform across the District. Be certain to list the topics--not course outcomes--covered by your course as shown above. Please note that a few Prof-Tech programs are required to provide the number of hours to be spent on each topic as mandated by organizations such as the FAA and NATEF.

COURSE CODING:

As elsewhere on the course outline, fully answer all of the questions. The code reviewer at District will provide the **CIP Code** and ensure that your course is correctly coded according to the State Board requirements.

If you are not certain about the appropriate **Distribution Area** for your course, speak with your Dean and/or email Mark Baumann. Please note that the Distribution Area prompt appears on the course outline only if you select Academic Transfer in the Institutional Intention box.

Will this course **transfer to a four-year university**? *What the UW Needs for Equivalency Review,* a feature in the ACAS, will help you determine an answer to this question. Also, talk to your Dean about this matter.

Is this course designed for **Limited English Proficiency**? Is this course designed for **Academic Disadvantaged**?

The Limited English indicator represents courses below 100 for basic skills courses such as ABE and ESL. The Academic Disadvantaged indicator would be used for pre-college courses below 100. Also, most ESL courses have both indicators.

Return to Course List

Automated Course Approval System

My Role: **Requester**   You have actions available ⌄

Please review the process guidelines

Course Origination for: **Practice with Analea for Faculty Consultants (PSYC001)**
Origination Type: **New Course Proposal** ❓

PART 1	PART 2	PART 3	**PART 4**
Basic Information	Course Information	Course / Coding	College Supplemental
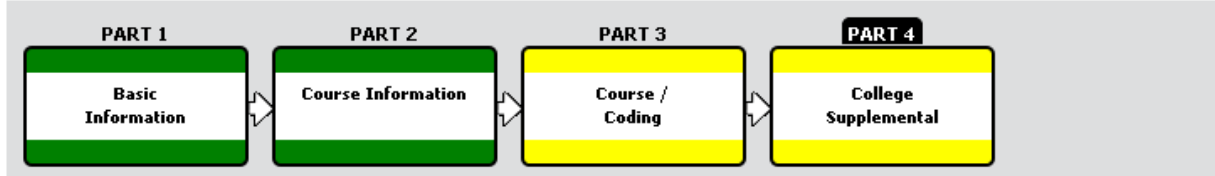
COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: [Fall 2015 ▾] ❓   ☐ Request Provisional Exception ❓

Class Capacity: [35]

Note: *The following questions are being asked in order to fulfill Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement language:*

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teaching the course?
   ☑ Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?
   ☑ Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)
   ☑ Fully On Campus   ☐ Fully Online   ☑ Hybrid   ☐ Correspondence   ☐ Credit by Exam
   ☐ Seminar   ☐ Visual Media   ☐ Other
                              Please explain: [   ]

Select the Special Designation(s) this course will satisfy, if applicable: ❓
   (No Special Designations Selected)
   Add a Special Designations

COLLEGE SUPPLEMENTAL:

This section of the course outline reflects the many ways in which South, North, and Central function differently from one another.

Class Capacity: Caps are determined by the faculty contract, the master course outline, and a discussion with your Dean. The general rule is to list the face-to-face (or hybrid) cap unless the course will not be taught in these modes.

Confirm that you have reached an agreement with your Dean by checking the two boxes under class capacity. If a fuller explanation of your class capacity is warranted, write it in the Notations box at the end of the course outline.

Modes of Delivery:

Check all that apply now or that you may wish to employ in the future. Again, discuss this issue with your Dean. See box below for an explanation of modes of delivery.

The SBCTC defines online and hybrid courses as follows:

Online: A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online. Proctored exams are allowed for this classification.

Hybrid: A course that displaces some but not all face-to-face class time with web-based tools.

Web Enhanced: A face-to-face course that does not replace any face-to-face seat time with web-based tools. Access to these tools is required, however.

Please note that there are additional questions about modes of delivery to answer if your course employs either hybrid or online delivery. They are located within the windows of the last three **Add** questions or statements (immediately above the Notations box) at the end of the course outline.

Special Designations include US Cultures, Global Studies, Integrated Studies, and Communications. Discuss with your Dean whether or not your course satisfies the requirements and outcomes of the special designation(s) you seek. If so, select the appropriate designation(s) from those listed. Please note that the Special Designations prompt appears on the course outline only if you select Academic Transfer in the Institutional Intent box under Course Coding.

Class Schedule Description: ⍰
```
Please enter the pre and co requisites here, as well (system glitch).
```
69 of 500 *characters*

Course Prerequisite(s): ⍰
```
enter
```
5 of 300 *characters*

Course Corequisite(s): ⍰
```
enter
```
5 of 300 *characters*

Class Schedule Description:

As indicated earlier, **Class Schedule Descriptions** may differ from those found in the District catalog. They are published in South's online class schedule and should include the following:

- The description tailored to South.
- All prerequisites (courses, cut-off scores, etc.) and corequisites, whether from the District or South.
- Special requirements.
- Online and other fees.
- Instructor contact information for online courses.

Because the last items may be added later by the program or division administrator, **you should create a course description that is shorter than 500 characters in length—perhaps one containing as few as 350 characters.** (See the *Writing Course Descriptions* feature in the ACAS for suggestions.)

Please remember that the Class Schedule Description represents all sections of the course taught at South, so avoid items that are specific only to the section(s) you teach.

Specify prerequisites precisely.   For example, if Accounting 110 is a prerequisite for Accounting 111, indicate "ACCT 110 with 2.0 or higher" (or other minimum grade) on the Accounting 111 course outline. If no course prerequisite is required, specify "ENGL 098 ready" (for Academic Programs) unless your course is open to students with less academic preparation such as indicated by "ENGL 096 ready." You, of course, may also establish a prerequisite that is higher than "ENGL 098 ready," if you want. You may also list cut-off scores or even suggested (but not required) levels of preparation such as "Recommended prerequisite: ENGL 098 and MATH 094."

Please discuss this issue with your Dean and others in your area or department. Check with Student Assessment Services or your Dean for your program's current cut-off scores.
https://www.southseattle.edu/southnet/asesmnt.html.

Course Prerequisites and **Corequisites** should also be listed in their appropriate boxes because Student Services accesses this information directly from these boxes.

Add	**AA Degree Outcomes:** (If Applicable)
Edit	**Student Learning Outcomes:**
Add	**Program Outcomes:**
Add	**Course Outcomes / Objectives:**
Add	**Explain the student demand for the course and potential enrollment:**
Add	**Explain why this course is being created:**
Add	**What challenges, if any, do you foresee in offering this course:**

Make certain that you address the following **Add** and **Edit** windows as required:

*AA Degree Outcomes window: Academic Programs requesters only

*Student Learning Outcomes window: All requesters

*Program Outcomes window:

(Part #1) SSC Student Learning Outcomes chart: All requesters

(Part #2) Program Outcomes chart: All requesters except those from Academic Programs

*Course Outcomes window: All requesters

*Explain the student demand for the course and potential enrollment: All requesters

*Explain why this course is being created: All requesters

*What challenges, if any, do you foresee in offering this course: All requesters

Each **Add** and **Edit** window is fully displayed and explained below.

Although the ACAS sequence of outcomes windows directs you to complete your **Course Outcomes** last, a better strategy is to **begin** with them. Then, depending on the requirements of your program, you should address your **Program Outcomes**, the **AA Degree Outcomes**, and finally the **SSC Student Learning Outcomes**. In spite of this suggestion, however, our guide will continue to follow the order laid out by the ACAS.

AA Degree Outcomes Window: Academic Programs requesters only

AA Degree Outcomes: (If Applicable)

☐ **Communication (Reading, Oral or Signed, Written, Other Forms of Expression)**
Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.

☐ **Critical Thinking, Inquiry and Analysis, and Problem Solving**
Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.

☐ **Global Learning and Intercultural Knowledge and Competence**
Critically analyze complex, interdependent, national and global systems, and their legacies and implications, regarding the distribution of power. Reflect on how one's position in these systems affects both local and global communities. Apply a set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

☐ **Quantitative Literacy**
Reason and solve quantitative problems in a wide array of contexts and use quantitative evidence to develop and communicate sound arguments.

☐ **Creative Thinking**
Synthesize existing ideas, images, or expertise in original ways.

☐ **Information Literacy**
Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.

☐ **Technology Literacy**
Effectively and critically evaluate, navigate, and use a range of digital technologies.

☐ **Integrative Learning**
Connect disciplinary and divergent ideas across contexts by synthesizing and transferring integrative learning principles to complex situations within and/or beyond the classroom.

☐ **Collaboration**
Work effectively with others to learn, complete tasks, and pursue common goals that shape, influence, and benefit the individual and/or society.

☐ **Ethical Reasoning**
Examine, assess, and articulate core beliefs and values, and apply that knowledge to analyze and evaluate complex ethical situations from various perspectives.

☐ **Civic Engagement**
Promote the quality of life in the civic community through actions that enrich individual life and benefit the community.

☐ **Foundations and Skills for Life-long Learning**
Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

Save

Please select the AA Degree outcomes addressed by your course by checking the appropriate boxes. **Be certain that you also check the comparable student learning outcomes in the next two windows.** For example, if you select the **Information Literacy** AA degree outcome, you likely will also choose one or more of the **Information Literacy** SLOs (7.1, 7.2, and 7.3) in both areas where SLOs are indicated.

Student Learning Outcomes Window: All requesters

Student Learning Outcomes:

Communication

☑ Read and listen actively to learn and communicate

> IF you make additions in these fields, please use complete sentences with observable, measurable, and student centered verbs.

☑ Speak and write effectively for academic and career purposes

Computation

☑ Use arithmetic and other basic mathematical operations as required by program of study

☐ Apply quantitative skills for academic and career purposes

Human Relations

☑ Use social interactive skills to work in groups effectively

☐ Have knowledge of the diverse cultures represented in our multicultural society

Critical Thinking and Problem-Solving

☐ Think critically in evaluating information, solving problems, and making decisions

Technology

☐ Select and use appropriate technological tools for academic and career tasks

Personal Responsibility

☐ Uphold the highest standard of academic honesty and integrity

☐ Respect the rights of others in the classroom, online and in all other school activities

☐ Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities

☐ Abide by appropriate safety rules in laboratories, shops and classroom

Information Literacy

☐ Independently access, evaluate and select information from a variety of appropriate sources

☐ Have knowledge about legal and ethical issues related to the use of information

☐ Use information effectively and ethically for a specific purpose

Save

Select the **Student Learning Outcomes** addressed by your course by checking the appropriate boxes.

Optional but highly recommended: Describe a specific example of how each outcome is measured in your course. Use complete sentences with observable, measurable, and student-centered verbs. Again, provide examples that reflect all sections of the course—not just your own. See example on the next page.
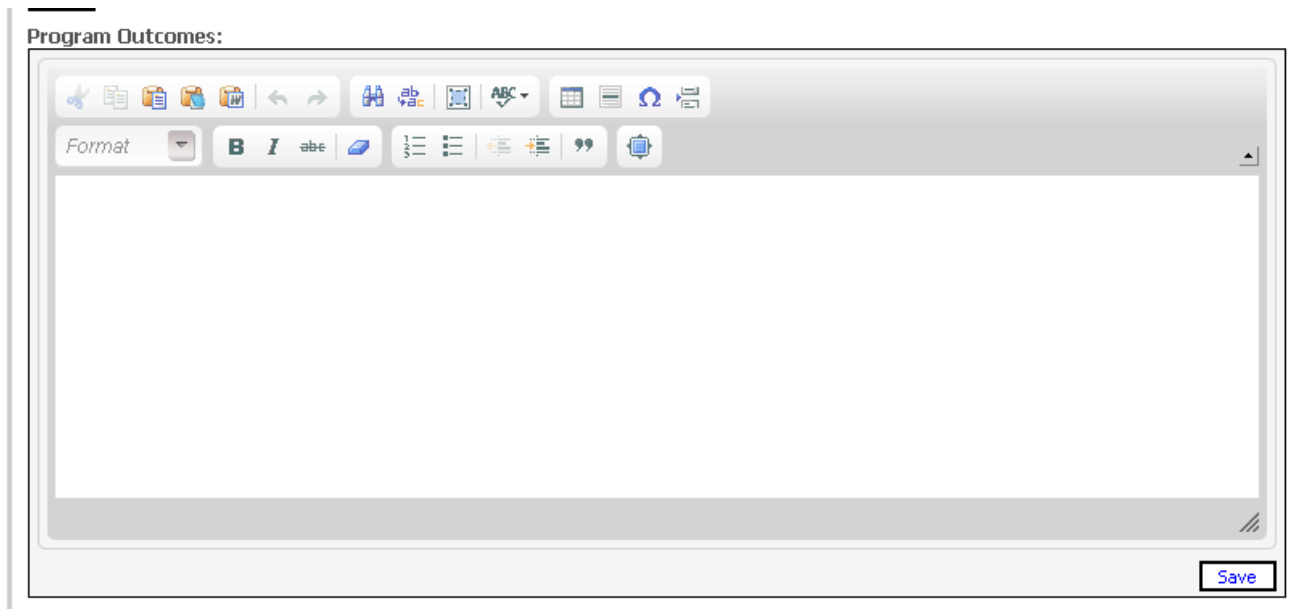
Student Learning Outcomes Window: All requesters (cont.)

An example of the SLOs related to coursework in an English class:

Student Learning Outcomes. The work in this class builds on the following student learning outcomes for South Seattle College:

❖ *Human Relations* – Students will use social interactive skills to work in groups effectively. They will regularly participate in small and large group discussions and provide quality feedback (indicating the student is applying the current material learned in the course) to one to three other students.

❖ *Communication* – Students will read and listen actively to learn and communicate. They will also speak and write effectively for academic and career purposes. For each main writing piece, students will develop an interesting idea that can be clearly understood by a specific audience.

❖ *Information Literacy* – Students will independently access, evaluate, and select information from a variety of appropriate sources. While students will not be required to do any textual research for English 101, they will incorporate ideas from the readings in the essay packet as well as effectively evaluate the credibility of information from a variety of sources.

Program Outcomes Window: Parts #1 and #2

Part #1: All requesters

Link your **course outcomes** to the **student learning outcomes** on the SSC SLOs chart and copy/paste it to the **Program Outcomes** window. One or more of your course outcomes should be linked to each SLO that you indicate your course addresses.

Please retain all SLOs on the chart, whether or not your course addresses them.

An example of course outcomes linked to the college SLOs appears on the next page. In addition, a blank SSC SLOs chart is located in the ***CIC and ACAS Course Origination Template*** on the CIC webpage or under *Have Questions?* on the right navigation bar in the ACAS.

The ACAS programmer's ***How to Insert the SLOs Chart into the Program Outcomes Window*** can be found at the end of this guide.

Part #2: All requesters except those from Academic Programs

Also, create a chart on which you link your **course outcomes** to your **program outcomes.** Please include all program outcomes on your chart, whether or not your course addresses them. Copy/paste this chart to the Program Outcomes window beneath the SSC SLOs chart.

An example of course outcomes linked to program outcomes appears after the SLOs chart example.

If your course is part of the core curriculum of two (or more) different programs, link your course outcomes to each set of program outcomes on separate charts. (A final decision on this requirement is still pending.)

Program Outcomes Window: Parts #1 and #2 (cont.)

Course outcomes for ENGL& 102 linked to the SSC student learning outcomes

SLO #	Included in Course Objective Number	SSC Student Learning Outcomes
SLO 1.1	2, 3, 4, 6, 8	Communication - Read and listen actively to learn and communicate.
SLO 1.2	1, 3, 4, 5, 7, 8	Communication - Speak and write effectively for academic and career purposes.
SLO 2.1		Computation - Use arithmetic and other basic mathematical operations as required by program of study.
SLO 2.2		Computation - Apply quantitative skills for academic and career purposes.
SLO 3.1	3	Human Relations - Use social skills to work in groups effectively.
SLO 3.2	2, 3, 4,	Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1	2, 3, 4, 6, 10	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1	5, 6, 8, 9, 10	Technology - Select and use appropriate technological tools for academic and career tasks.
SLO 6.1	9	Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2	3	Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.
SLO 6.4		Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.
SLO 7.1	5, 6, 7	Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2	6, 9, 10	Information Literacy – Have knowledge about legal and ethical issues related to the use of information.
SLO 7.3	6, 9, 10	Information Literacy - Use information effectively and ethically for a specific purpose.

Please retain all SLOs on the chart. If no course outcome addresses a particular SLO, leave the space blank as shown above.

See course outcomes for ENGL& 102 below.

Program Outcomes Window: Parts #1 and #2 (cont.)

Upon successful completion of this course, students will be able to:

1. Apply ENGL& 101 writing process skills to develop an extensive research-based essay.
2. Critically read and analyze a variety of complex texts.
3. Demonstrate critical thinking and communication skills in interactive discussions.
4. Use summary, response, and interpretation as strategies to understand and analyze reading.
5. Quote, paraphrase and summarize from published print and electronic sources.
6. Evaluate primary and secondary print and electronic sources to be used in a documented essay.
7. Compose a research-based essay that supports a well-developed thesis.
8. Demonstrate accurate use of MLA or APA citation format.
9. Demonstrate academic integrity and avoid plagiarism.
10. Access and navigate technology associated with this course.

Course outcomes for HDM 110 linked to the Heavy Duty Diesel program outcomes

Program Outcomes:

Included in Course Outcome Number	Professional Technical Heavy Duty Diesel Program Outcomes
1,3,4,5	1.Inspect, diagnose, disassemble, repair, replace and service each of the major systems in various types of vehicles.
1,5	2.Locate sources, make parts write-ups, calculate costs and explain repair or service.
1,5	3.Handle customer needs, complaints, questions and special challenges.
1,3,4,	4.Access and apply manufacturer's specifications in repair and replacement.
1,2	5.Work safely and responsibly within all shop safety and environmental guidelines and standards.
1,4	6.Demonstrate ability to pass the ASE test required for NATEF certification.
1,5	7.Communicate and document service records.
1,5	8.Compute costs, time and measurements.
1,3,4	9.Work independently and in groups to service, repair, test and maintain vehicles.
1	10.Use technology to test vehicles.
1,2,3,4	11.Work with accuracy, dependability, proficiency and in a timely manner, when servicing equipment.

Upon successful completion of this course, students will be able to:

1. Identify the components and parts of various heavy duty diesel electrical systems.
2. Explain the functions of the various heavy duty diesel electrical components and parts.
3. Demonstrate how to diagnose and troubleshoot problems with heavy duty diesel electrical systems.
4. Perform service procedures on heavy duty diesel electrical systems.
5. Demonstrate proficiency in NATEF competencies.

Course Outcomes Window: All requesters
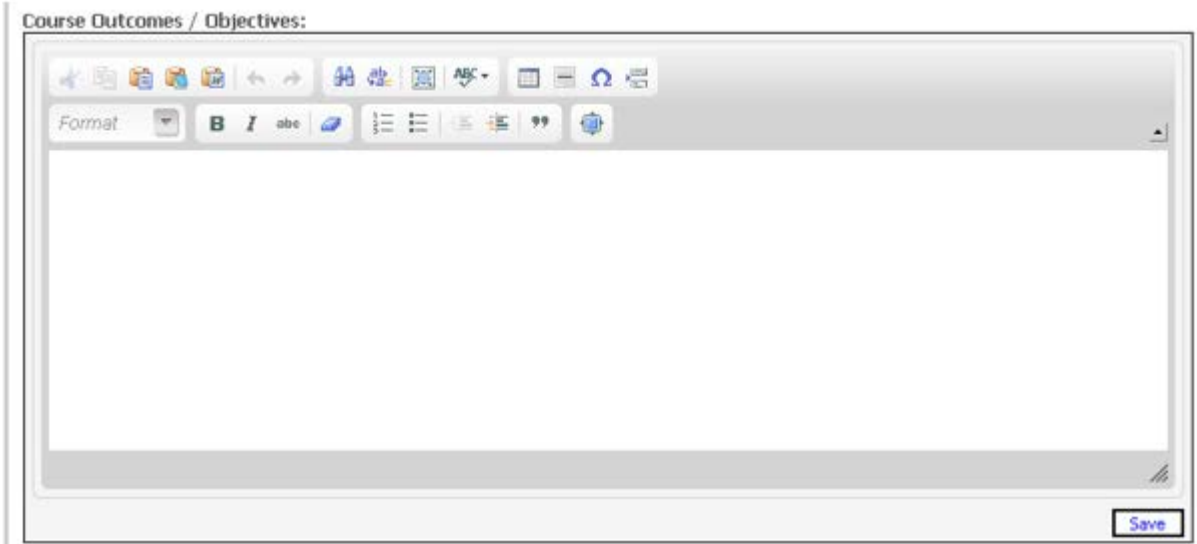
Course Outcomes:

Create viable course outcomes that clearly indicate what students will be able to do upon successful completion of your course. Avoid a lengthy list of course outcomes; indicate only the most important ones. For additional information, consult the following:
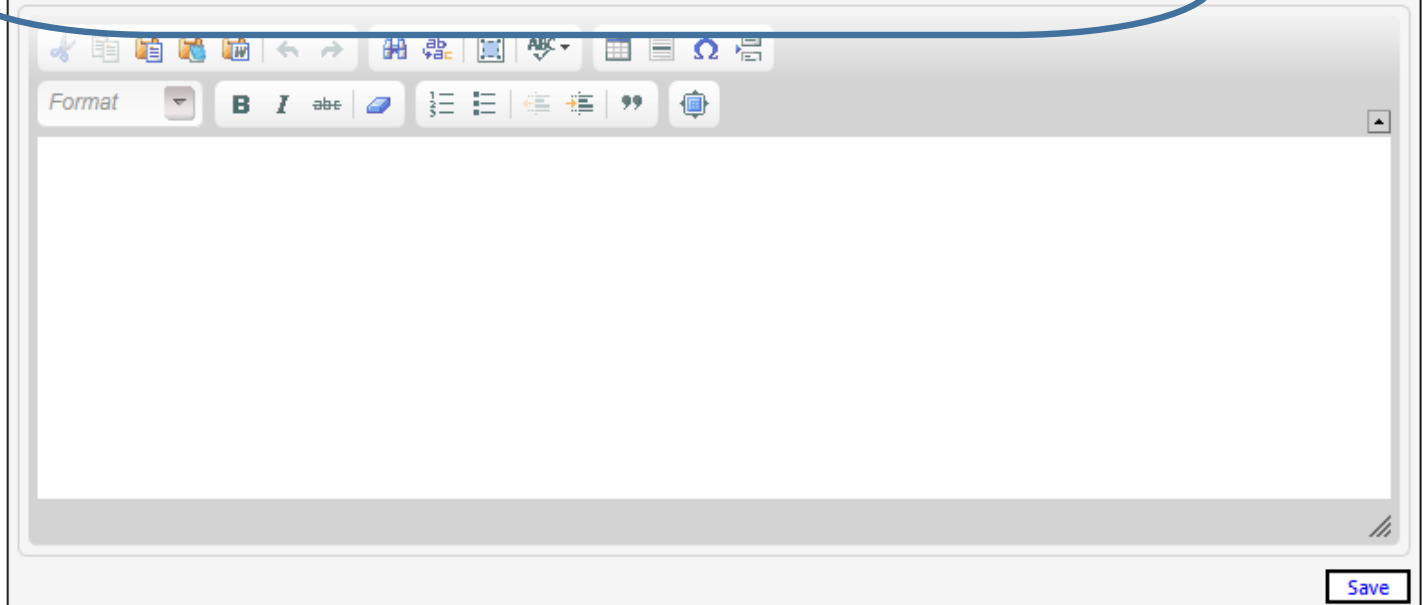
- The Assessment Day Workshop material, especially *Action Words that Support Bloom's Taxonomy* and *Course Learning Outcomes.*
  https://drive.google.com/file/d/0B_ymZxkTjtpcLXNEZFBnckNrVms/view?usp=sharing

- Information from the SCCD Faculty Development Website, *Tools for Teaching, Outcomes Assessment,* "Getting Results Tutorial, Module 2."
  http://www.league.org/gettingresults/web/module2/index.html

No chart is required in the **Course Outcomes** window. However, preface your list of course outcomes with the following: "Upon successful completion of this course, students will be able to."

For best results, copy/paste your course outcomes into the window and then number them using the ACAS editor.

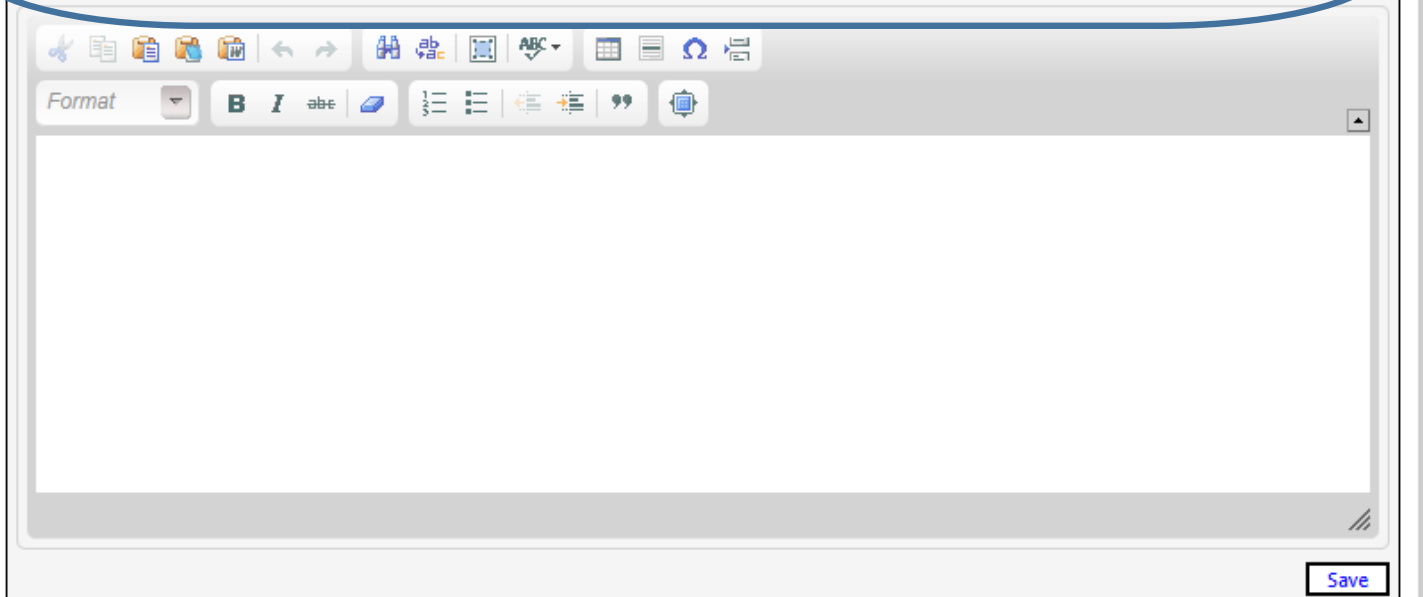Explain the student demand for the course and potential enrollment:

If the **origination** is an online or hybrid course, include in the explanation how the course being online may affect enrollment.

(Collapse Guidelines)

Format | **B** *I* abc | ≡ ≡ | ≡ ≡ | 99 | ▣

Save

Explain why this course is being created:

If the **origination** is an online or hybrid course, include in the explanation what aspects of the course are particularly enhanced by an online or hybrid presentation. How will these enhancements benefit students?

(Collapse Guidelines)

Format | **B** *I* abc | ≡ ≡ | ≡ ≡ | 99 | ▣

Save

What challenges, if any, do you foresee in offering this course:

If the **origination** is an online or hybrid course, speak to the appropriateness of the software or learning system for the subject matter and student learning. Whom have you consulted about the mode of delivery (e.g., the eLearning office, the TLC, your Dean)? If a learning management system other than Canvas is used, what support is available for students? If software is provided by the publisher, is faculty familiar with it?

(Collapse Guidelines)

All requesters: Respond to the question or statement above each box, i.e., "Explain the student demand for the course and potential enrollment."

If your course involves hybrid and/or online mode(s) of delivery, you will also need to answer the question(s) about delivery mode(s) that is/are visible when each window is open.

"Explain the student demand for the course and potential enrollment" and "Explain why this course is being revised": Admittedly, these may seem like similar questions when related solely to a face-to-face class. On the other hand, including responses to the mode of delivery questions (if applicable) will likely broaden the scope of your explanation.

"What challenges, if any, do you foresee in offering this course?" If you describe challenges, also explain why your program is, nonetheless, moving forward with the course. How is it dealing with the challenges?

Notations: List any additional course fees or any additional notes (e.g. Permission required) ❷

0 of 300 *characters*

Notations: This is the place to add notations about course fees, permissions, or any other information not previously noted. Such information might include, for example, an explanation for an unusually low class cap.

If you have no comments, simply state "none."

How to Insert the SLOs Chart into the Program Outcomes Window

Pasting chart into text box from another document using Central's (not South's) supplemental section:

To add a chart using the editor, click on the TABLE icon in the menu bar of the editor.
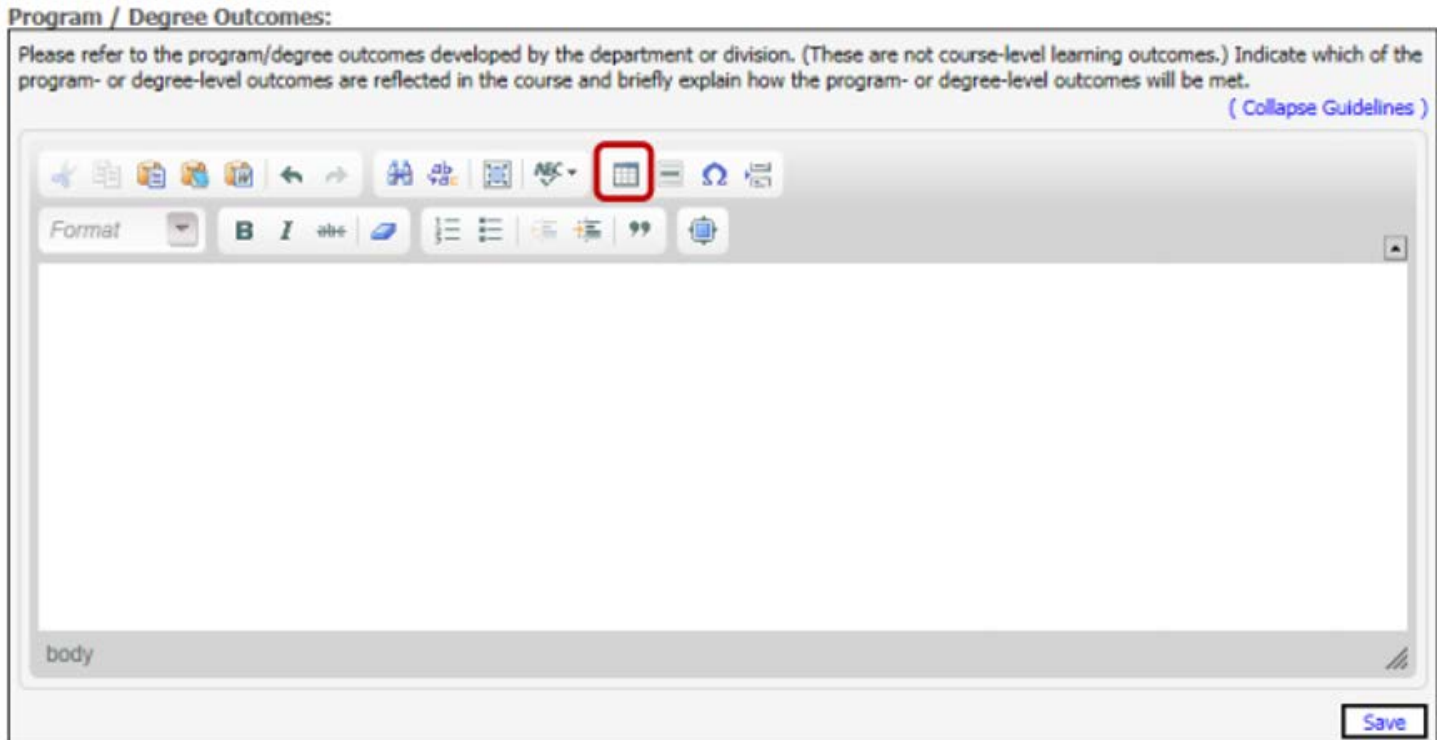

In the dialog box that appears, set the number of rows and columns needed. The default width of the table is 500. This can be increased as needed but should not exceed 680. Click the OK button to save any changes.
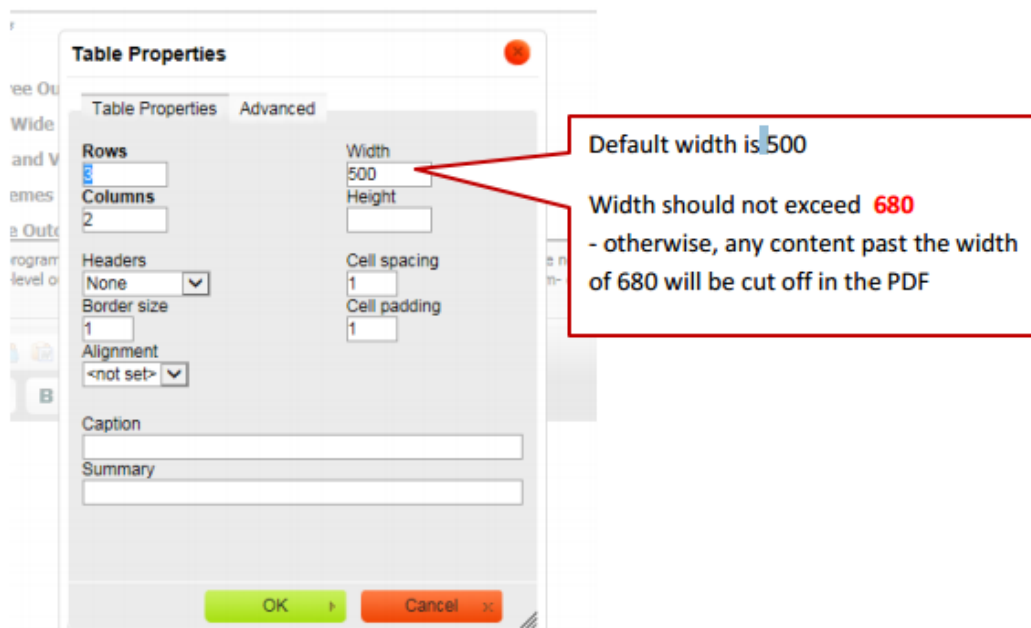
Pasting chart into textbox from another document using Central's (not South's) supplemental section:

After pasting in the chart, place cursor in a cell and then RIGHT CLICK to get the menu. Select **Table Properties.**
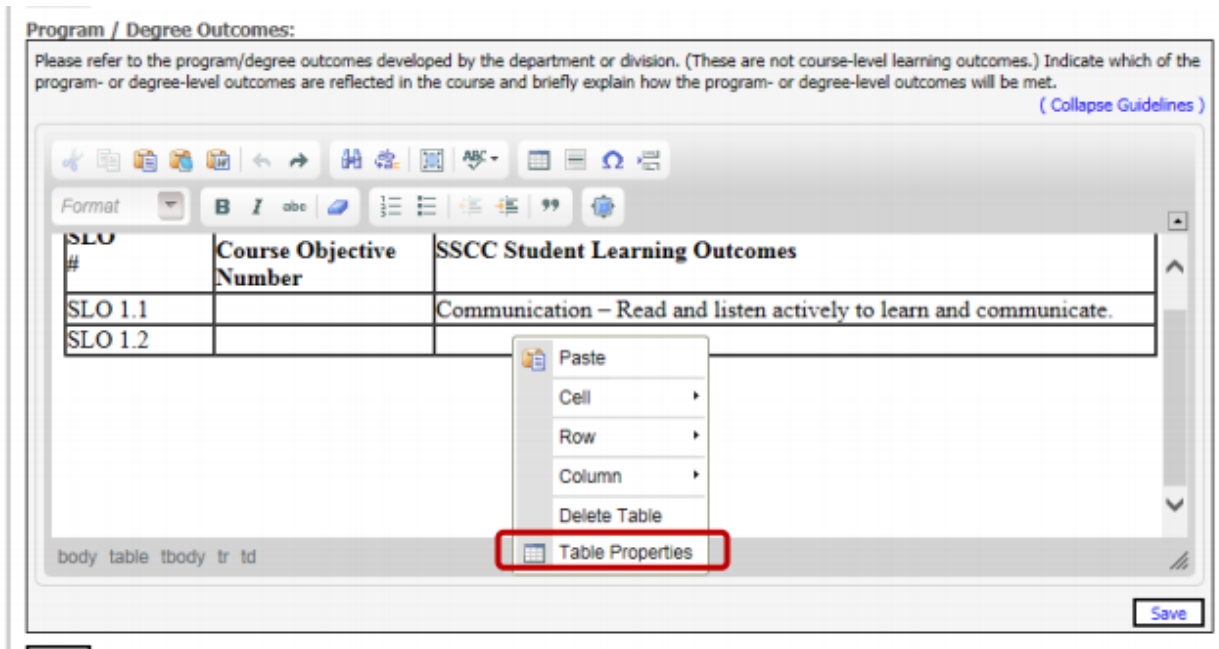
In the dialog box that appears: If the width of the table is greater than 680px, change the width of the table to be NO LARGER than 680px.   Click the OK button to save the change.

Width should not exceed **680**px - otherwise, any content past the width of 680 will be cut off in the PDF