ACAS Course Origination Checklist

Remember: Type everything in Word or on template. This will prevent loss of material and will also allow you to spell check. After entering all information into a section, make sure you click "save revision."

Read through the entire checklist **before** adding information into ACAS. Create tables from examples on back to easily insert. Write N/A on lines that do not apply (if it says "academic" or "prof tech" only.)

To get help from a faculty consultant, contact any of our consultants listed below:

Mary Beans	mary.beans@seattlecolleges.edu
Rick Downs	rick.downs@seattlecolleges.edu
Glenda Graham Walton	Glenda.GrahamWalton@seattlecolleges.edu
Kathy Whitham	kathy.whitham@seattlecolleges.edu
Rebecca Yedlin	rebecca.yedlin@seattlecolleges.edu

When using acronyms in your proposal, spell out the term the first time you use it, followed by the acronym in parentheses, for example, Direct Transfer Agreement (DTA). After clarifying what the acronym means in the first reference, you may freely use the acronym throughout the document.

Regular section: Applies to all colleges in the district. These items have been agreed upon by all 3 schools. If the course is older, there will not be an existing course in ACAS – in other words, you might have to find the older paper copies of the topical outlines and descriptions to use.

_____ Your name should show up as requester. Add other names if appropriate

_____ "South" should be there. Drop down for "division," type "dean," and then select from menu. Add peer reviewers

_____ Choose "save and continue to next step" Only choose "save draft" if you are done working on it for now. Do not choose "submit for course approval" until you are completely done

_____ Use drop down menu to select course "prefix" and "number"

_____ Only check either of the next 2 boxes if you need a "new prefix" or if this is a "common course"

_____ List both the full and abbreviated title

_____ Catalog Description: wording that goes into the college course catalog. If course is taught at Central or North – there should be agreement here. Include prerequisites or corequisites. If this is a change for only South's description, it should be written in "class schedule description."

_____ Course Length – 11 weeks unless this course is an exception

_____ Choose "Add" Topical Outline: Academic – Numbered topics. This is NOT a list of course objectives. ie. 1. Overview of nutrition 2. Planning a healthful diet 3. Food systems, safety, and technology Prof Tech: same as above, but you must provide number of hours for each topic

_____ Choose "save and continue to next step" Only choose "save draft" if you are done working on it for now. Do not choose "submit for course approval" until you are completely done

_____ Drop down menus for "funding" (usually "state") and "intent"

_____ Transfer to a four-year school. If you don't know, ask your dean

_____ Limited English Proficiency and Academic Disadvantaged – yes, only if less than 100 level

_____ Workforce Training Component – only check if yes

_____ CIP and EPC codes will be assigned by district office. If not present, contact Daihong Chen

_____ Credits – enter the number of hours: 5 credit class = 55 hours, 3 credit class = 33 hours. Note that lab and field/clinical hours have different values than lecture hours when calculating the number of credits. Refer to table below – you will divide the total number of hours by the number in the third column to calculate the number of credits.

Type of Hours	Ratio compared to Lecture Hours	Hours needed for 1 credit
Lecture	1:1	11
Lab	2:1	22
Field/Clinical	3:1	33

For example, a class with 22 lecture hours (2 credits) and 88 lab hours (4 credits) would come to a total of 6 credits.

Note that numbers may be rounded to the nearest whole number. Here is another example: A class with 32 lecture hours and 160 lab hours is 10 credits – this class has 3 credits of lecture hours (32/11 = 2.9, rounded up to 3) plus 7 credits of lab hours (160/22 = 7.2, rounded down to 7); 3 + 7 = 10 credits.

Supplemental College Section (Only applies to this course at South)

_____ Select the proposed quarter of implementation. For "exceptions" type quarter & year proposed

_____ Class capacity (from dean) and next two boxes complete and checked if you agree

_____ All modes of delivery requested are checked

_____ If **Fully Online and/or Hybrid** are checked, a Support Statement is required. Go into the Support Statement area and answer the questions: "Why will online presentation enhance this course? How will these enhancements benefit students?"
Header for section – **Support Statement – Hybrid & Online Modes of Delivery**

_____ Class schedule description – this is South's course description. Can be different or the same as the course catalog description. Make sure prereqs and coreqs are included

_____ Course prereq and coreq should be filled out or "none" should be typed in box

_____ AA Degree Outcomes – **Academic only!** Check boxes that are addressed by this course

_____ Student Learning Outcomes - Check boxes that are addressed by this course

_____ Program Outcomes: Everyone needs to insert an SLO chart to show which course objectives meet the SLO's selected in the Student Learning Outcomes box (sample chart at end of this checklist) Leave all SLO's on list and leave box blank if no objective meets outcome

_____ Program Outcomes: **Prof Tech only!** Insert a 2nd chart (sample at end of checklist) that shows which course objectives meet which program outcomes. Leave all Program Outcomes on list and leave box blank if no objective meets outcome

_____ Course Outcomes – these are your specific course objectives. They must be observable and measurable.
    Header for section – **Upon successful completion of this course, students will be able to:**

_____ **Student Demand** and **Why Created** questions should be answered concisely. If **Fully Online and/or Hybrid** are checked, be sure to include an answer to the question tucked away in the response area: "Was the online/hybrid modality discussed with your unit administrator and department? Provide a brief summary"

_____ **Challenges** question only needs to be answered if revision includes a change in mode. If not answered, put "not applicable" or "N/A." If **Fully Online and/or Hybrid** are checked, be sure to include an answer to the question tucked away in the response area:

    If the revision is an online or hybrid course, does the hybrid/online course modality affect any of the following?

    Please explain:
    • Transferability
    • Eligibility for financial aid/Veterans benefits (Financial Aid)
    • Accessibility (Disability Support Services)
    • Student support (Student Support Services)
    • Instructional resources and support (Instructional Support Services – Library, TLC, eLearning)
    • Technology (eLearning, IT)

_____ Notations: This is the place where notes could be entered, e.g. permissions, fees, other notes. If none do not leave blank type "none"

_____ "Save"

Before you "submit for approval"

_____ Check spelling and grammar

_____ Check for consistency (periods not used or at the end of every outcome, numbering, capital letters, etc.)

For these charts, copy them into a Word document and paste all the copies needed. Above each chart, type the course number. After inserting each course's objectives into the chart(s), save and then copy and paste into ACAS. The system sometimes "times out" and you lose entries. Put everything in a Word document and copy and paste.

SLO #	Included in Course Objective Number	SSC Student Learning Outcomes
SLO 1.1		Communication - Read and listen actively to learn and communicate.
SLO 1.2		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		Human Relations - Use social skills to work in groups effectively.
SLO 3.2		Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1		Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1		Technology - Select and use appropriate technological tools for academic and career tasks.
SLO 6.1		Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2		Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3		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		Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2		Information Literacy – Have knowledge about legal and ethical issues related to the use of information
SLO 7.3		Information Literacy - Use information effectively and ethically for a specific purpose.

All requesters except those from Academic Programs: Additionally, 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.

Included in Course Objective Number	Program Outcomes