Learn about the Automated Course Approval System and how to prepare a course origination or revision with this guide.

Spring 2014

Familiarize yourself with the ACAS through the following:

(1) Read the ACAS Guide posted on this web page.

(2) Go to the ACAS site via Inside Seattle Colleges http://www.seattlecolleges.edu/intranet/
   (a) Read the Overview for First-Time Users (left hand corner, top of screen)
   (b) View the How-To Videos (right hand corner, top of screen)

Deadlines for Submitting Outlines to 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.

<table>
<thead>
<tr>
<th>To implement the class by</th>
<th>Submit it to CIC during</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring or Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>Winter</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Preparing a Course Origination or Revision

(1) Create viable course outcomes. Access and read
   (a) The ABCDs of Writing Instructional Objectives posted on this web page.
   (b) 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

(2) Link course outcomes to your program and the SSCC campus SLOs. Study the following examples of course outcomes linked to program outcomes (required on all Prof-Tech course outlines) and course outcomes linked to the SSCC student learning outcomes (required on all course outlines) provided below.
Here is an example of course outcomes linked to program outcomes for a Prof-Tech course, Landscape Horticulture 126.

Program Outcomes:

<table>
<thead>
<tr>
<th>Included in Course Outcome Number</th>
<th>Landscape Design and Construction Certificate Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 5, 8, 9</td>
<td>1. Demonstrate ability to work with site requirements, installation contractors, clients, and maintenance personnel to accomplish project within prescribed time, resources, and budgets.</td>
</tr>
<tr>
<td>3, 8, 9</td>
<td>2. Recognize, identify, and operate work site safety practices, environmental protection, workplace standards, work ethics, and leadership skills.</td>
</tr>
<tr>
<td>1, 2, 3, 5, 7, 8</td>
<td>3. Prepare and generate required plans and documents for customers, co-workers, suppliers, and general public and effectively communicate desired outcomes and actions.</td>
</tr>
<tr>
<td>6, 7, 9</td>
<td>4. Describe and outline career opportunities, pathways, and requirements for entry and advancement within the field.</td>
</tr>
<tr>
<td>1</td>
<td>5. Describe and demonstrate skills in use of equipment, tools, environmental controls, and computers.</td>
</tr>
</tbody>
</table>

Course Outcomes / Objectives:

By the end of the quarter, students will be able to:

1. Use landscape industry acceptable graphics to illustrate a well-developed conceptual diagram.
2. Describe and identify the correct steps and procedures taken in the residential design process.
3. Considering the site conditions and client’s perceptual qualities, demonstrate and justify utilizing those factors in the processes of residential landscape design.
4. Given a set of site conditions and client criteria, describe three alternative solution pathways for the residential design process and assess likely outcomes for each pathway.
5. Demonstrate aesthetic, horticultural, and functional knowledge of plant materials used for landscape design and discuss the significance of appropriate plant selection in creating desired outcomes.
6. Develop a viable individual ecologically sensitive design philosophy toward the selection and placement of living materials in the landscape (indigenous vs. exotic).
7. Select and use project appropriate skills and techniques to develop and produce saleable quality residential design concept and plan by the end of the quarter.
8. Articulate critical assessment when given a set of residential designs, differentiate the positive and negative aspects, defend the current design attributes or provide alternate solutions.
9. Through classroom activities and design projects display comprehension of ethical work and safety standards.
The following is an example of course outcomes linked to the campus-wide SSCC student learning outcomes for English 102&. Please note that Prof-Tech courses must show both tables whereas Academic Programs courses need only to provide course outcomes linked to the SSCC student learning outcomes (at this time).

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

By the end of the quarter, 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.

Copy and paste this template into your course outline. Link your course outcomes (objectives) to the SSCC student learning outcomes.

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(3) Please **type your work as a Word .doc**, so you can check your spelling and grammar prior to entering it in the ACAS. Paste your final version into the ACAS course outline.

(4) **List prerequisites precisely.** For example, if Accounting 110 is a prerequisite for Accounting 111, indicate “ACCT 110 with 2.0 or higher” on the Accounting 111 course outline. If no course prerequisite is required, specify “English 098 ready” unless your course is open to students with less academic preparation. Please note that prerequisites will soon be moved to the College Supplemental section of the course outline because the three SCCD campuses do not share common COMPASS cut-off scores.

(5) **Provide responses to all questions** on the course outline.

(6) **Peer reviewers**: At least one peer reviewer from your department at South (or North or Central) should enter his or her comments about your course into the ACAS.

(7) Access and read the sample course outlines from Academic Programs and Professional-Technical on this web page.