

### ***Odds and Ends – Other Useful Info!***

#### **I lost most of my information in ACRES! What can be done?**

The Curriculum Office receives frantic calls which progress like this:

ACRES User: Help! I've been typing for over an hour and I've been saving all along the way. I hit save and went to class. When I returned, all the information I typed is GONE!!! Why? I'm so frustrated!

Curriculum Office: Ok, let me query for your proposal and verify that the information is actually missing. (After searching, we realize the information is truly missing.)

You say you saved on a regular basis, right?

ACRES User: Absolutely! I am a believer in saving. You have stressed it to us several times and a colleague of mine lost all of her information by not saving. I save on a regular basis. You have made a believer out of me!

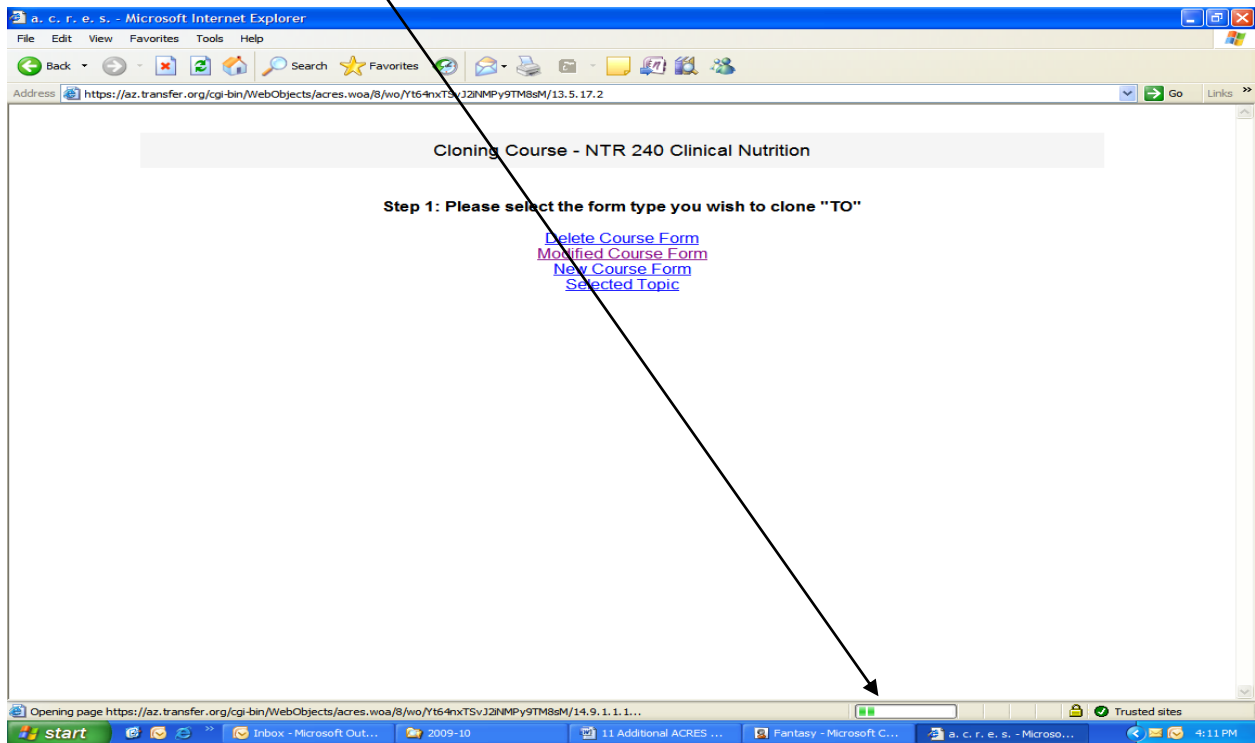
Curriculum Office: Let me ask you one more question. When saving, did you make sure the little green progress bar at the bottom of the screen was finished before you moved to another page or logged out?

ACRES User: What little green bar?

Through this conversation, we can see that the User was in too much of a hurry. Because of the speed of our internet service, the ACRES User must wait patiently **BEFORE** moving to another page or logging out.



Anytime you save information, retrieve information, or move from page to page, you will see a little progress bar at the bottom of the page.



In this example, there are only two green progression indicator boxes inside the progress bar. **DO NOT LEAVE THIS PAGE UNTIL THE ENTIRE BAR IS FILLED WITH GREEN!**

Why is this so important? According to the ACRES programmers, when you move from page to page or save, you are sending information packets to the ACRES server. The green bar is showing you that the communication between the two computers is on-going and not complete. When you move to another page or logout, the information packets stop in their tracks and are not saved!

Think of this like filling a glass with water. If you turn off the water before the glass is full, the glass is only holding a little water. However, if you let the glass fill all the way to the top, you have all the water in the glass and you aren't missing any. (No, this is not the discussion of whether the glass is half full or half empty!)

## Credit breakdown confuses me! Can you help me?

*Yes!* Credit breakdown is often confusing and very frustrating to try to compute. Mix equated hours in with credit breakdown and you really have a puzzle! We have created this table to help you with some of the questions you may have. This table lists the credits; lecture/lab ratio; equated hours; lecture contact hours; lab contact hours; and total contact hours.

L is Lecture and LL is Lab; however, in ACRES, please spell out the words. If you have questions regarding using practicum, internship, or studio, please contact the Curriculum Office.

### Credit Breakdown

Credits	Lecture/Lab Ratio (L=Lecture, LL=Lab)	Equated Hours	Lecture Contact Hours	Lab Contact Hours	Total Contact Hours
0.25	0L, 1LL	0.75	0	15	15
0.50	0L, 2LL	1.50	0	30	30
1.00	0L, 3LL	2.25	0	45	45
1.25	0L, 4LL	3.00	0	60	60
1.50	0L, 5LL	3.75	0	75	75
2.00	0L, 6LL	4.50	0	90	90
2.25	0L, 7LL	5.25	0	105	105
2.50	0L, 8LL	6.00	0	120	120
3.00	0L, 9LL	6.75	0	135	135
1.00	<b>1L</b>	1.00	15	0	15
1.25	1L, 1LL	1.75	15	15	30
1.50	1L, 2LL	2.50	15	30	45
2.00	1L, 3LL	3.25	15	45	60
2.25	1L, 4LL	4.00	15	60	75
2.50	1L, 5LL	4.75	15	75	90
3.00	1L, 6LL	5.50	15	90	105
3.25	1L, 7LL	6.25	15	105	120
3.50	1L, 8LL	7.00	15	120	135
4.00	1L, 9LL	7.75	15	135	150

Credits	Lecture/Lab Ratio (L=Lecture, LL=Lab)	Equated Hours	Lecture Contact Hours	Lab Contact Hours	Total Contact Hours
2.00	<b>2L</b>	2.00	30	0	30
2.25	2L, 1LL	2.75	30	15	45
2.50	2L, 2LL	3.50	30	30	60
3.00	2L, 3LL	4.25	30	45	75
3.25	2L, 4LL	5.00	30	60	90
3.50	2L, 5LL	5.75	30	75	105
4.00	2L, 6LL	6.50	30	90	120
4.25	2L, 7LL	7.25	30	105	135
4.50	2L, 8LL	8.00	30	120	150
5.00	2L, 9LL	8.75	30	135	165
3.00	<b>3L</b>	3.00	45	0	45
3.25	3L, 1LL	3.75	45	15	60
3.50	3L, 2LL	4.50	45	30	75
4.00	3L, 3LL	5.25	45	45	90
4.25	3L, 4LL	6.00	45	60	105
4.50	3L, 5LL	6.75	45	75	120
5.00	3L, 6LL	7.50	45	90	135
5.25	3L, 7LL	8.25	45	105	150
5.50	3L, 8LL	9.00	45	120	165
6.00	3L, 9LL	9.75	45	135	180
4.00	<b>4L</b>	4.00	60	0	60
4.25	4L, 1LL	4.75	60	15	75
4.50	4L, 2LL	5.50	60	30	90
5.00	4L, 3LL	6.25	60	45	105
5.25	4L, 4LL	7.0	60	60	120
5.50	4L, 5LL	7.75	60	75	135
6.00	4L, 6LL	8.50	60	90	150
6.25	4L, 7LL	9.25	60	105	165
6.50	4L, 8LL	10.00	60	120	180
7.00	4L, 9LL	10.75	60	135	195
7.25	4L, 10LL	11.50	60	150	210
7.50	4L, 11LL	12.25	60	165	225
8.00	4L, 12LL	13.00	60	180	240
5.00	<b>5L</b>	5.00	75	0	75
5.25	5L, 1LL	5.75	75	15	90
5.50	5L, 2LL	6.50	75	30	105
6.00	5L, 3LL	7.25	75	45	120
6.25	5L, 4LL	8.00	75	60	135
6.50	5L, 5LL	8.75	75	75	150
7.00	5L, 6LL	9.50	75	90	165
7.25	5L, 7LL	10.25	75	105	180
7.50	5L, 8LL	11.00	75	120	195
8.00	5L, 9LL	11.75	75	135	210

Credits	Lecture/Lab Ratio (L=Lecture, LL=Lab)	Equated Hours	Lecture Contact Hours	Lab Contact Hours	Total Contact Hours
6.00	6L	6.00	90	0	90
6.25	6L, 1LL	6.75	90	15	105
6.50	6L, 2LL	7.50	90	30	120
7.00	6L, 3LL	8.25	90	45	135
7.25	6L, 4LL	9.00	90	60	150
7.50	6L, 5LL	9.75	90	75	165
8.00	6L, 6LL	10.50	90	90	180
<b>Definitions:</b>					
Internship = 45 or higher contact hours (TBD equated hour, 1 credit hour)					
Lab = 15 contact hours (0.75 equated hour, .25 credit hour)					
Lecture = 15 contact hours (1.0 equated hour, 1 credit hour)					
Practicum = 45 contact hours (0.75 equated hour, 1 credit hour)					
Recitation = 15 contact hours (1 equated hour)					
Studio = 30 hours (0.75 equated hour, 1 credit hour)					
Contact hour = 50 minutes of instruction					
Equated hour = used in determining faculty load (salary)					

## Acronyms, ACRONYMS!!! I don't know what it all means!!!

Here are some of the commonly used acronyms in the curriculum world.

Acronym	Spell-out
AA/GR	Associate in Arts/General Requirements (Transfer Pathway)
AA/SR	Associate in Arts/Special Requirements (Transfer Pathway)
AAS	Associate in Applied Science
ABOR	Arizona Board of Regents
ABUS/GR	Associate in Business/General Requirements (Transfer Pathway)
ABUS/SR	Associate in Business/Special Requirements (Transfer Pathway)
ACETS	Arizona Course Equivalency Tracking System
ACRES	Academic Curriculum Review and Evaluation System
AGEC	Arizona General Education Curriculum
AGEC-A	Arizona General Education Curriculum /AA Degree
AGEC-B	Arizona General Education Curriculum /ABUS Degree
AGEC-S	Arizona General Education Curriculum /AS Degree
APASC	Academic Program Articulation Steering Committee
AS/GR	Associate in Science/General Requirements (Transfer Pathway)
AS/SR	Associate in Science/Special Requirements (Transfer Pathway)
ASSIST	Arizona State System for Information on Student Transfer
ATAC	Arizona Transfer Articulation Committee
ATASS	Arizona Transfer Articulation Support System
ATF	Articulation Task Force
AZCAS	Arizona Course Applicability System
CAS	Course Applicability System (recently changed to U-Select)
CEG	Course Equivalency Guide
FTSE	Full Time Student Equivalent
GEATF	General Education Articulation Task Force
GEO	General Education Outcomes
IPEDS	Integrated Post-Secondary Education Data System
JCC	Joint Conference Committee
JLBC	Joint Legislative Budget Committee
JRC	Joint Review Committee
NCA	North Central Association
OE/OX	Open Entry/Open Exit
SLA	Student Learning Assessment
SLO	Student Learning Outcomes
S/U	Satisfactory/Unsatisfactory
TG/XR	Transfer Guide/Exceptional Requirements (Transfer Pathway)

If you have another curriculum related acronym and you're not sure what it means, please call our office!

## There are so many forms in ACRES! Which form do I use?

This table should help you decide which form is best for your particular goal. Start with question #1. Answer each question and follow the path indicated by your “Yes” or “No” answer until you know which form you need.

Question:	If answer is Yes:	If answer is No:
1. Do you want to create an entirely new course?	Move to question 2.	No, not a new course - Move to question #6.  No, I want to propose a degree or certificate. Go to #9.
2. Are you confident this course is not in the CAC course bank?	Move to question 3.	Call CLASS office at 5206 to verify and move to question #3.
3. Should this course be offered as an experimental course to work out any unforeseen problems?	Move to question 4.	Move to question #5.
4. Have you already offered this course as a Selected Topic one or more times?	Use the New Course form in ACRES.	Use the Selected Topic form.
5. Are you ready for the course to be added to the course bank as a permanent course?	Use the New Course form in ACRES.	Use the Selected Topic form.
6. Do you want to change a course that is currently in the CAC course bank or add modalities?	Use the Modified Course form	Go to question #7.
7. Do you want to delete a Course from the Course Bank?	Use the Delete Course form	Go to question #8.

<b>Question:</b>	<b>If answer is Yes:</b>	<b>If answer is No:</b>
8. Do you want to change an existing course from face-to-face to a totally online environment?	If the course has not been approved for online delivery, you will need to use the modified course form to change the modality.	Go to question #9
9. Do you want to propose a new degree or certificate instead of a course?	Use the New Certificate/Degree form in ACRES.	Go to question #10.
10. Do you want to make changes to an existing certificate or degree?	Use the Modify Certificate/Degree form.	Go to question #11.
11. Do you want to delete a certificate or degree?	Use the Delete Certificate/Degree form in ACRES.	Go to question #12.
12. Do you want to propose an entirely new program of study or a new partnership to develop a new program of study?	Use the New Program Development Study and Survey.	Go to #13.
13. Please call the Curriculum Office for assistance – 1-520-494-5593 or 1-520-494-5206.		

**When working with Banner, I noticed the codes are strange. They don't really make sense to me. What are the codes used in Banner for the various semesters?**

Trying to explain the semester coding in Banner is difficult, but here goes. The academic year begins with second session of summer, so that code would be the next year plus "00" added. So if we are talking about the second session of 2009, the Banner code would be 201000.

Fall would be the next year plus "01." Fall of 2009 would be coded in Banner as 201001.

Spring would be the current year plus "02." Spring of 2010 would be 201002.

The first session of summer would be the current year plus "03." First summer session 2010 would be coded 201003 in Banner.

Because it is so confusing, we have created this table which will help in understanding the semester codes.

**Coding for Semester/Year:**

<b>Code:</b>	<b>Beginning:</b>
200900	2 <sup>nd</sup> session Summer – 2008
200901	Fall 2008
200902	Spring 2009
200903	Summer 2009
200904	OE/OX – 2009
201000	2 <sup>nd</sup> session Summer – 2009
201001	Fall 2009
201002	Spring 2010
201003	Summer 2010
201004	OE/OX – 2010
201100	2 <sup>nd</sup> session Summer – 2010
201101	Fall 2010
201102	Spring 2011
201103	Summer 2011
201104	OE/OX – 2011

***PLEASE NOTE:***

*You do not use Banner semester coding in ACRES! We need the actual calendar dates to process your proposal.*

## Terms and Definitions:

♦ **AGEC/Special Requirements Attachments:** Arizona General Education Curriculum (AGEC) students must complete 35 credits of specially approved courses in order to earn an AGECE for AA, AB and AS degrees. There are also Special Requirements areas included such as Intensive Writing/Critical Thinking (3 credits), Ethnic/Race/Gender Awareness (3 credits), and Global/International - Historical Awareness (3 credits). Checklists for Special Requirements areas are embedded in the ACRES forms as links but will need to be completed, saved as a Word file and then attached to the completed ACRES form. Please see page 223 for more information regarding AGECE. See page 145 about attaching an AGECE form to your proposal in ACRES.

♦ **Assessment:** An evaluation or judgment about what level of success a student is capable of performing an action. Multiple measures and a variety of methods of assessing will increase the accuracy of assessment.

♦ **Corequisites:** Courses that may be taken at the same time as the selected course.

♦ **Course numbering system:** When determining an appropriate course number for a new course, consider all courses carry a 3-digit number and the level of instruction is designated by the first digit of those 3 numbers. The numbers 070-079 are set aside for special interest, non-degree, no-credit courses. 080 – 099 are for developmental courses. 100 – 199 are established for freshman level college transfer courses. 200 – 299 designate sophomore level college transfer courses.

♦ **Credit Breakdown:** Number of lecture, lab recitation, practicum, or studio hours within the course. See page 231 for a table showing lab/lecture ratio, equated hours, contact hours for lectures and labs, and credits. If you need more help determining lecture/lab ratios and credits, go to the CAC web. Point to “About Central,” slide down to “Curriculum Development” and over to “Curriculum Support Forms.” There are two links: “Calculating Credit Hours From Contact Hours” and “Calculating Contact Hours from Credit Breakdown.” Follow the instructions on each form. If you can’t find the web page, go to: [http://www.centralaz.edu/Home/About\\_Central/Curriculum\\_Development/Curriculum\\_Support\\_Forms.htm](http://www.centralaz.edu/Home/About_Central/Curriculum_Development/Curriculum_Support_Forms.htm)

♦ **Closed Enrollment:** Enrollment is closed when only a specific population is allowed to enroll in a particular course. For example: CAC offers a School Counselor Workshop during the summer and enrollment is closed. Because of course content, only school counselors may enroll.

♦ **Credit/Non-Credit Course:** The Arizona State Legislature defines a course as being credit when it follows strict guidelines and fulfills certain criterion (ARS 15-1410 Credit & Noncredit). Special interest courses may only be offered as Non-Credit. Developmental courses will need to be reviewed by the Curriculum Office to determine if the course may be offered as a credit course. For a copy of the entire policy defining the criterion for credit courses, please contact the Curriculum Office.

♦ **Curriculum Committee:** The Curriculum Committee reviews all curriculum changes. They will approve, disapprove, or return for revisions. Curriculum Committee also discusses and suggests solutions to curriculum-related issues.

♦ **Grading Options:** CAC uses a variety of grading options to better fit student needs. A-F is the traditional grading system of assigning grades based on A - Excellent work, B - Good Work, C - Average Work, D - Below Average Work and F - Failing Work. S/U is Satisfactory or Unsatisfactory. A Satisfactory grade means that the student has scored a “C” or better in the course. The course is designated on the transcript with a S or U.

♦ **Hybrid Course:** A course that is a combination of two different delivery methods (i.e. F2F and online).

♦ **Internship:** A hands-on practice of skills learned in the classroom at a location outside the college setting. The location must be a place of work where the student will be supervised by professionals in the specific area. Reports from the supervising professional are sent to the classroom instructor regarding the student’s progress. Internships may be paid if the off-campus company has a policy to do so; however, some do not.

♦ **Lab:** A class involving hands-on activities and/or individual practice in which the faculty of record supervises students as they test, analyze, demonstrate, clarify, apply, or evaluate the theories, techniques, methods, concepts, etc. which may or may not have been presented in a complementary class or classes.

♦ **Learning Outcomes:** Major skill, knowledge, attitude or ability that the student will be able to do, know or value at the conclusion of the course.

♦ **Lecture:** A class scheduled to regularly meet in which the faculty of record presents and/or facilitates an educational activity relevant to the course (as described in the catalog) in order to accomplish specific education outcomes. In a lecture class, the teacher may use a variety of instructional methods such as lecture, discussion, demonstration, cooperative learning in order to accomplish educational goals. A lecture class does not necessarily mean that a faculty member's only pedagogical activity is lecturing; rather, a lecture class means that verbal (written or oral) discourse by both faculty and students is the dominant means of transmitting, synthesizing, engaging with, and presenting material.

♦ **Lecture/Lab Ratio:** The number of credit hours is determined by the number of lecture (contact hours per week in a lecture setting), lab (contact hours per week in a laboratory setting) and recitation hours (number of contact hours per week in a recitation setting.) Remember the formula for calculating credit hours for curriculum work is different than equated credit hours for faculty pay. Curriculum looks at 1 lecture = 1 credit hour, 1 recitation = 1 credit hour, 1 practicum = 1 credit hour and 3 labs = 1 credit hour.

♦ **Observable:** Observable means to be able to see, observe changes or to become aware of changes.

♦ **Open enrollment:** Open enrollment means any student can enroll in the course as long as prerequisites are complete.

♦ **Outcome Statement:** Statement that clearly indicates in observable, measurable terms what major skill, knowledge, attitude or ability the student will be able to do, know, or value at the conclusion of the course. An outcome statement is the same as a learning outcome.

♦ **Prerequisites:** Courses that must be completed prior to enrolling in the selected course.

♦ **Practicum:** Practicum is a supervised curricula or course emphasizing practical applications of theory, methods, skills, professional orientations, and ethics in a specialized area of study.

A practicum offers a more advanced learning experience in the application of previously learned principles to "real life" setting under the supervision of the

instructor. The competencies to be practiced and achieved are those for work commonly associated with the field. Evaluation is accomplished through the supervision process, in which student/instructor contact is frequent, and affords opportunity for critique and refinement of skills. At the end of the short period, a report may be written on the student's performance by an observer or the student may be required to prepare a report based on their observations. Students usually are enrolled in other courses simultaneously to enrollment in a practicum. Hours of work and credits earned are commensurate with the activity of the student, both in quality and quantity.

- ♦ **Recitation:** A class, which may be independent or set up as a complement to other classes, in which a small group of students advance and extend their study by discussing class work, their research interests, and/or developing creative, independent research projects that are presented to an audience.

- ♦ **Standard:** Statement that describes a specific desirable level of performance determined to be acceptable as demonstrating competency in a particular task, skill or knowledge level.

- ♦ **Studio:** Studio is the hands-on teaching or practice of an art (i.e. art, design, music, pottery, etc.).

- ♦ **Times for Credit:** This number should reflect the number of times a student may take the course for credit. If the student may only take the class once for credit, enter 1. Typically, the times for credit will be one; however, some areas give credit more than once for the same course. Examples of this would include choir, varsity sports, and some art courses. Justification will be required for any course offered multiple times for credit.

If you are confused or just need questions answered during this process, please call or email:

Mary Menzel at 1-520-494-5215 or [mary.menzel@centralaz.edu](mailto:mary.menzel@centralaz.edu)  
Linda Day at 1-520-494-5206 or [linda.day@centralaz.edu](mailto:linda.day@centralaz.edu)  
Jennie Lee Voyce at 1-520-494-5591 or [jennie.voyce@centralaz.edu](mailto:jennie.voyce@centralaz.edu)

**We will be happy to assist you!**

